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**ABSTRACT**

Intended for parents of handicapped children in rural areas, the directory lists a variety of resources available to families. A section on general information lists materials for parents; academic programs for handicapped and gifted children; prevocational and vocational training programs; physical, recreational, and social/emotional programs; and parent and teacher training resources. Parent groups and resources are then identified by state for 30 states. Additional resources are listed under the following headings: national organizations and hotlines; American Council on Rural Special Education (ACRES) Resource exchange; literature and films (on topics such as advocacy and legal rights, recreation, catalogs, and magazines); parents' voices (concerns, suggestions and ideas written by parents for professionals and other parents); and excerpts from the Rural Special Education Quarterly. A final section details the work of the ACRES rural family professional partnerships task force. (CL)

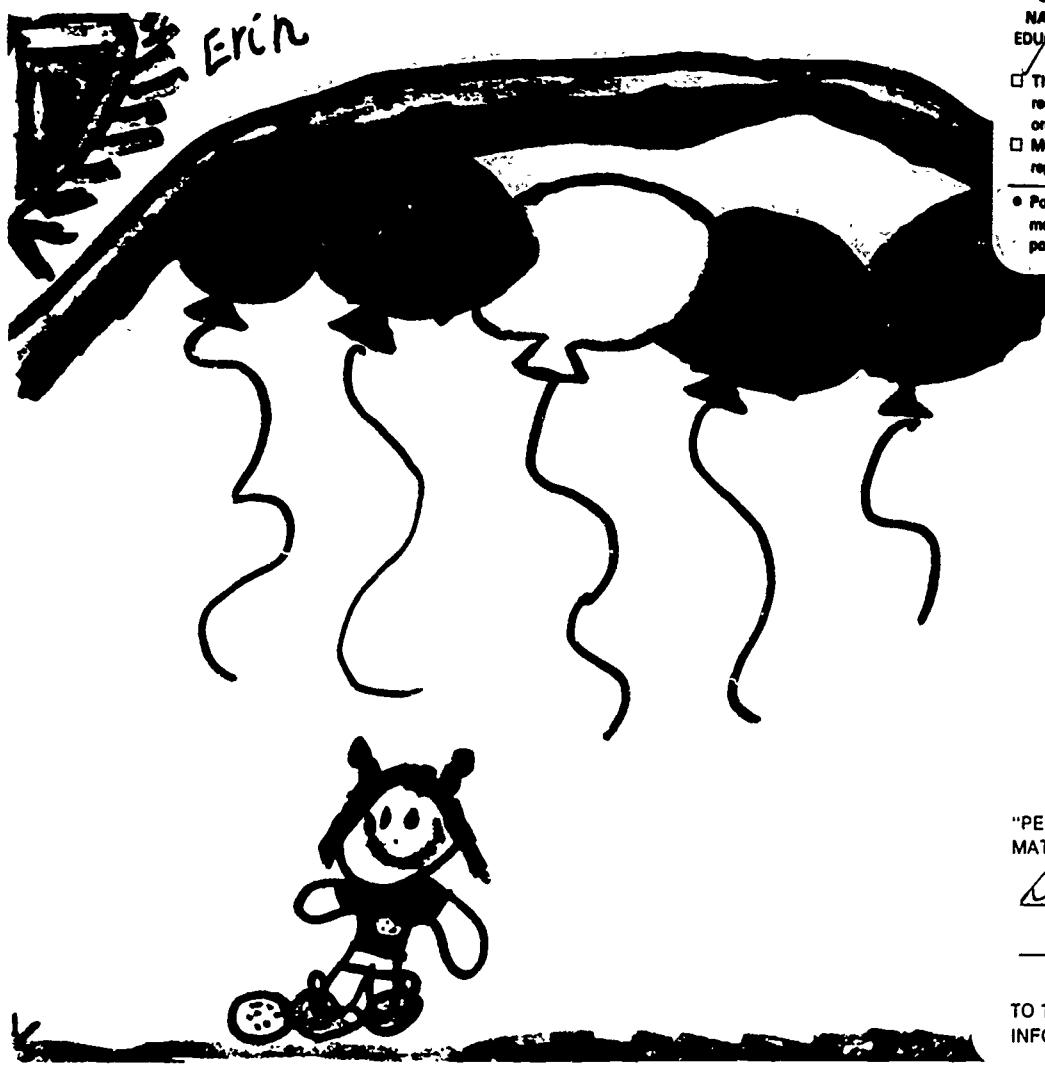
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# ACRES

## Rural Parent Resource Directory

SEPTEMBER 1985

COMPILED BY THE ACRES RURAL FAMILY-PROFESSIONAL  
PARTNERSHIPS TASK FORCE,  
UNDER THE LEADERSHIP OF PAT BURNS



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ACRES  
RURAL PARENT RESOURCE DIRECTORY

COMPILED BY THE ACRES RURAL  
FAMILY-PROFESSIONAL PARTNERSHIPS TASK FORCE,  
UNDER THE LEADERSHIP OF PAT BURNS

SEPTEMBER 1985

AMERICAN COUNCIL ON RURAL SPECIAL EDUCATION (ACRES)  
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## I. INTRODUCTION

The American Council on Rural Special Education (ACRES) Rural Family-Professional Partnerships Task Force was formed in an attempt to link families of handicapped children with valuable resources. One way to accomplish these goals is to publish a Rural Parent Resource Directory. It is our hope that this publication will enhance the lives of rural children with disabilities and their families.

This Directory would not have been possible without the support and assistance of ACRES Staff. The following Task Force members also deserve credit for their contributions:

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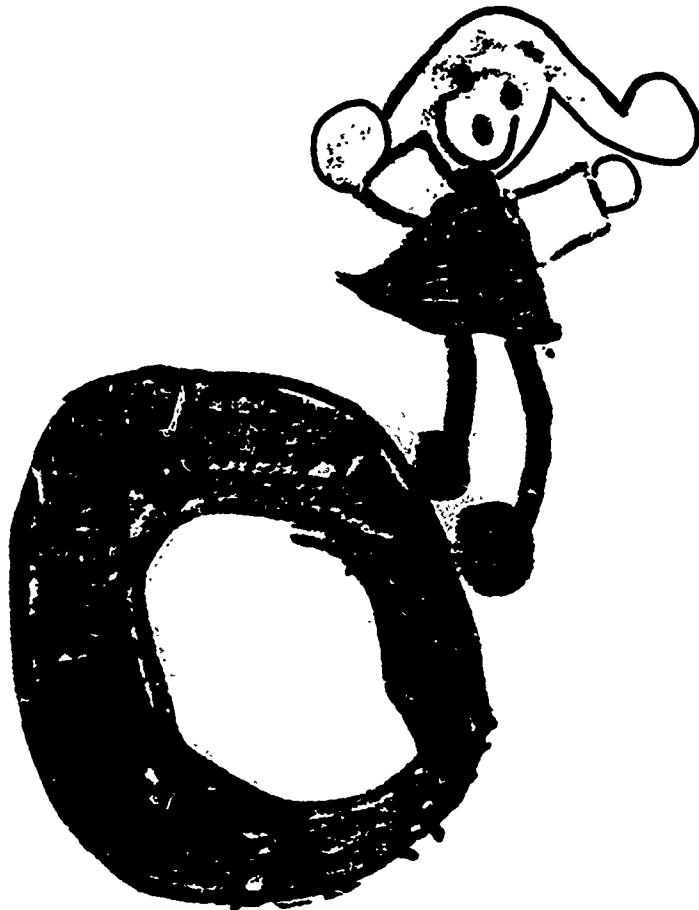
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We hope you enjoy the Parent Resource Directory and find it useful. Please feel free to send your suggestions and ideas for the publication of future directories (a response form is located at the back of this directory for your convenience).

Please let us know how the ACRES Rural Family-Professional Partnerships Task Force can further assist you.

Sincerely,  
Pat Burns, Task Force Leader  
Carla Lawson, Task Force Co-Leader

From Stephanie



## II. GENERAL INFORMATION

### A. Materials for Parents and Handicapped Individuals

#### Regarding Parent Rights

A guide to parent-teacher conferences ("Annual Education Checkup"), legal brochure ("Special Education Checkup") and "Parents Rights Cards" are available to parents free of charge. All three brochures inform parents of handicapped children of their legal rights and responsibilities. Write: National Committee for Citizens in Education, Suite 410, Wilde Lake Village Green, Columbia, MD 21044-2396.

#### Respite Care

The Respite Care Co-op Program Manual and Parent Respite Care Exchange Handbook are now available as a set. Both the manual and the handbook were developed by parents and professionals who organized a parent-operated respite care program sponsored by a grant from the Administration on Developmental Disabilities. For copies of the publications, send \$7.50 to Family and Children Services, 1608 Lake Street, Kalamazoo, MI 49001; (616) 344-0202. Information on the respite care itself is available from: Care Co-op Consultants, 2324 West Main St., Kalamazoo, MI 49007; (616) 345-5338.

#### Educational Books on Tape

Recording for the Blind, Inc. is a national non-profit service organization that provides educational books on tape. They are free-on-loan to individuals who cannot read standard printed materials because of visual, physical or perceptual handicaps. The master library contains 60,000 titles with about 3,500 books added each year. Borrowers must register by completing an application-for-service form which requires diagnostic information and the signature of a professional. For more information contact: Recording for the Blind, Inc., 20 Roszel Road, Princeton, NJ 08540; (609) 452-0606.

The University of North Dakota is establishing a computer data base to catalog devices and techniques that meet the needs of rural disabled people. Items to be compiled include products, devices, techniques or services developed by professional and lay people that enhance the daily living, transportation, vocational, communications or accessibility needs. Write or call: Office of Clinical Development, Medical Center Rehabilitation Hospital, Box 8202, University Station, Grand Forks, ND 58202 or call (701) 780-2489.

A nonprofit organization now acts as a clearinghouse for donated industrial surplus which can be obtained by all recognized schools and other nonprofit organizations free of charge. Members pay dues to receive bimonthly bulletins which list the available materials and gifts-in-kind. For more information, contact The National Association for Exchange of Industrial Resources, 550 Frontage Road, Northfield, IL 60093; (312) 466-9111.

Handicapped Purchasing Program

IBM's Handicapped Purchasing Program offers rebuilt, used typewriters at a low price to individuals who have a letter from their physicians indicating that they are handicapped and would receive therapeutic benefit from having a typewriter. Call your local IBM business office or write to: Dave Kelley, IBM, 10010 Santa Monica Blvd., Suite 2100, Los Angeles, CA 90067.

Brailon Duplicator

The Thermoform Brailon Duplicator duplicates Braille and raised line drawings. Hundreds of copies can be made from a single master. Relief maps, diagrams, illustrations, and math symbols can be reproduced on Brailon, a durable paperlike plastic that is not affected by moisture or soiling. The Brailon Duplicator is small, easy to operate and inexpensive. For further details, write or call: American Thermoform, Box 125, 8640 East Slauson Ave., Pico Rivera, CA 90660. Attn: R.H. Dastell; (213) 723-9021.

Therapeutic Board Game for Adolescents

A new therapeutic board game to teach long-term consequences of making life choices in such areas as job, car, drugs, treatment, court, pregnancy, fatherhood, etc. is now available. The game was developed by a counselor for adolescents in a group home and teaches the need for socially responsible behavior through discovering the positive and negative effects of choices. Players of the game "invent" a 13-year old child and take that child to the age of 18. The game comes complete with instructions and a leader's guide. Cost: \$25 plus \$3 shipping. Contact: Lester Publishing, Effie, MN 56639; (218) 653-5581.

Taped Tips

"Taped Tips for Better Living" are audio cassettes that give sensible suggestions for coping with a wide variety of life's situations. Included are: Children of Divorce: A Guide for Parents; Parents and Teenagers: Tuning in to Talk; A Teenager's Guide for Rearing Parents; How to Help Your Child Make Better Grades; and others. Cassettes are \$7.95 each (plus \$2.00 postage and handling for orders under \$25). Contact: Sound Resources, Inc., P.O. Box 1343, Tulsa, Oklahoma 74101.

Information About Fetal Alcohol Syndrome

Barbara Nelson, ACRES Rural Family-Professional Partnerships Task Force member, has written a paper on Fetal Alcohol Syndrome. This disorder can occur in offspring of alcoholic mothers and is characterized by lack of growth, damage to the central nervous system, and certain facial features. Children with fetal alcohol syndrome may also have learning and behavioral problems. For a copy of Barbara Nelson's paper on Fetal Alcohol Syndrome, please write: Pat Burns, ACRES Rural Family-Professional Partnerships Task Force, 1225 E. 11th Place, Casa Grande, AZ 85222.

Stuttering Solution

"Stuttering Solved" is reported to be a remarkable new treatment with 89% success rate for both children and adult stutterers. For a free brochure describing the "physical" cause of stuttering, as well as treatment programs available throughout the USA, write: The National Center for Stuttering, 200 East 33rd St., New York, NY 10016. In New York: (212) 532-1460; outside New York, call 1-800-221-2483. (toll free)

Prevention of Missing Disabled Children

A brochure listing safety rules to teach disabled children is now available. Topics such as dealing with strangers, traveling alone, and taking phone messages are covered in the free brochure. Contact: ACTION, Child Safety Program, Washington, D.C. 20525; 1-800-424-3867 (toll free) and ask for "Protect Your Disabled Child: Information from the Child Safety Program."

Quarterly Newsletter

"LTD Travel: News for People with Travel Limitations" includes annotated itineraries, book reviews, and tips on making travel easier. A complimentary copy can be obtained by contacting: LTD Travel, P.O. Box 6681, Burlingame, CA 94010; (415) 572-6238 or (415) 573-7998.

Shoe Exchange Now Computerized

The National Odd Shoe Exchange, a nonprofit service for people who need two different size shoes because of birth defects, polio, injury, amputation or illness, has computerized its membership files so that a shoe match can be made in a matter of seconds.

The function of the Exchange is to serve as a clearinghouse, to bring together those persons with mutual problems and to aid them in securing properly sized shoes. At present there are 14,000 registered members from all over the world, who are matched according to size, age and taste in shoe styles. In addition to putting members in touch with one another, the Exchange receives tax deductible donations of mismatched shoes from shoe stores all over the country. The Exchange is now encouraging shoe manufacturing companies and stores to begin selling mismatched shoes.

For further information about the Exchange or its newsletter, The Exchange News, contact: National Odd Shoe Exchange, RR 4, Indianola, IA 50125; (515) 961-5125.

Garden Seeds will send you four packets of seeds from selections of pumpkin, bean, radish, peas, carrots, wildflowers, and others. Send \$1.00 to: Child's Garden Offer, 25670 Nickel Place, Hayward, CA 94545.

Go Fly A Kite is an easy to assemble red bat kite. Send \$1.00 to: Northprint, P.O. Box 98, Paw, MI 49079.

Rainbow Glasses are "laser beam" glasses that function like a prism to create rainbow colors. Send \$1.00 for Rainbow's Glasses, P.O. Box 27056, Philadelphia, PA 19118.

Electricity Coloring Book & Stickers is a coloring book with cartoon characters that help children learn safety information on using electricity. Send \$1.00 to: Alabama Power Company, Room 496, P.O. Box 2641, Birmingham, AL 35291.

Puppet, a paper bag hand puppet with eye-safety tips and hints printed on one side. Free. Send a business-size, self-addressed stamped envelope to: Communications Division, American Optometric Association, 243 North Lindbergh Blvd., St. Louis, MO 63141.

Birdwatching Poster, a full-size color poster which provides information and illustrates 14 birds. Free. Send business-size, self-addressed, stamped envelope with two 20-cent stamps on it to: Joy of Birdwatching, The Garden Club of America, 598 Madison Ave., New York, NY 10022.

Directory of Assistive Listening Devices lists schools, theaters, houses of worship and other public buildings that are equipped with listening devices for the hearing impaired. Free from National Association for Hearing and Speech Action, 10801 Rockville Pike, Rockville, MD 20852; (800) 638-8244.

Personal Computers and Special Needs describes and lists manufacturer names, addresses and current price for hundreds of add-ons that let computers "hear" and "talk." \$9.95 from Sybex Computer Books, 2344 Sixth Street, Berkeley, CA 94710; (415) 848-6233.

Phone Service for Persons With Disabilities. Many know that telephone companies provide telecommunication devices (TDD/TTY) for people with various other disabilities. Equipment such as automatic dialers, head sets, touch tone phones and speaker phones can be easily obtained for disabled persons who have telephone service and a certification of disability on file with the telephone company. For more information and the necessary forms, contact your local telephone business office.

#### Databank Lists Rehabilitation Products

ABLEDATA is a national computerized databank containing information about rehabilitation products and a network of Information Brokers. This computerized resource includes more than 8,000 commercially available aids and equipment useful to disabled persons. To obtain information from ABLEDATA, one simply calls in with a specific item on which an available products list is needed. The result of the query will be a list with descriptions, prices, manufacturers names, and distribution sources. For further information, contact Marian Hall, System Manager, ABLEDATA System, National Rehabilitation Information Center, 4407 8th Street, NE, Washington, D.C. 20017; (202) 635-6090.

#### Financial Aid Recording Available

According to Talking Book Topics (Nov-Dec 1983), an updated recording on federal student aid programs is now available from the U.S. Department of Education. On this 33-rpm flexi-disk record, a physically disabled high school student and a federal information specialist discuss financial aid programs and vocational rehabilitation funds for disabled students who need assistance in order to continue their education.

Free copies of the record are available to disabled students, their parents or other interested parties from Federal Student Aid Programs, Flexi-disk, Box 84, Washington, D.C. 20044.

Service in Pediatrics

Pediatric Projects, Inc. is a nonprofit corporation providing services and distributing publications and therapeutic play materials for people who work with children and their families in health care fields. This corporation runs a consultant service to plan programs and involve parents in child life programs and preparation for hospitalization. Also available are a toystore, a bookstore and Pediatric Mental Health, a bimonthly newsletter. For further information, contact Pediatric Projects, Inc., P.O. Box 1880, Santa Monica, CA 90406 USA; (213) 459-7710.

Audio Conferencing: A New Method of Communicating with Other Parent Groups

The Alaska Audio Conferencing Network is a state-funded method of communicating about education-related issues connected with the University of Alaska or the Department of Education. It is free to parent groups in Alaska who qualify.

Audio conferencing is a telephone call between more than two people in more than two locations. One person serves as a moderator for the phone conference which can service several parent groups. Check with your phone company to see if audio conferencing could benefit you.



**B. Academic Programs for Handicapped and  
Gifted Children and Youth**

**Program for Low Achievers**

A diagnostic/prescriptive teaching program for low achievers in grades K-8 has been found to increase reading, math, and language scores. The program involves teachers and paraprofessionals working with small groups of students on a daily basis. Brochures and a slide presentation explaining the program are available. Contact: Carlton M. Singleton, Project Director, 3908 So. 12th St., Arlington, VA 22204; (703) 521-3885, or Darryl Boudreaux, St. Mary's Parish School Board, P.O. Box 1239, Morgan City, LA 70380; (504) 384-1250.

**Gifted Education Program**

Academically gifted students and students identified as talented in the visual and performing arts (grades K-3) now have the opportunity to participate in special programming to meet their needs in the Torrington Public Schools. This program has been very successful, having been selected by the National Education Association to become a model for videotaping in Gifted Education. The program can be implemented in a classroom, across a particular grade level, or throughout an entire school. Contact: Sally Reis and Joy Hastings, Torrington Public Schools, 355 Migeon Ave., Torrington, CT 06790; (203) 489-2323.

**Early Childhood Intervention Program**

A program which assists learning disabled and high risk first graders develop early reading skills has been started in Miami, Florida. The program offers individualized instruction in prereading skills. As a result of this project, children's standardized test scores have increased. Contact: Narhan Farder, Director, ECPC Program, 9240 S.W., 124 St., Miami, Florida 33176; (305) 251-5445.

**Enriching the Curriculum (ETC) Program**

The ETC Program was developed to provide intensive individualized remedial math and/or reading instruction to educationally disadvantaged students in grades 2-6. Parents are involved as tutors in the program and work closely with school personnel. The ETC Program was found to significantly increase the achievement level of all of the students in the program. Write: Charlotte Laven, ETC Project, Brookline Public Schools, 25 Kennard Rd., Brookline, MA 02146; (617) 734-1111.

Multi-Opportunities for Youth

This program involves students in grades 9-12 (including handicapped students) who have been identified as potential school dropouts due to poor school attendance, failing grades, or decline in academic performance. "Multi-Opportunities for Youth" allows students and staff members to develop a program of study which meets their needs. Parents help to support and encourage the students. The program has succeeded in helping students remain in school and develop a favorable attitude toward the program. Contact: Donald Tutson, Multi-Opportunities Coordinator, Danbury High School, Danbury, Connecticut 06810; (203) 797-4803.

Treatment for Severely Troubled Adolescents

Elan is a complete, continuous residential therapeutic facility for adolescents with "out of control" behavioral problems. The program works with juveniles to help them see the causes and consequences of their conduct and then to teach them how to improve their lives. Elan serves adolescents from 30 states and five foreign countries, and has been highly recommended by several psychiatric organizations. For more information about Elan, contact: Dr. Joseph Ricci, Executive Director, Elan One Corporation, Box 33, Poland Spring, Maine 04274; (207) 998-4666.

Para-Educator Center for Young Adults

The Para-Educator Center for Young Adults with learning disabilities trains eligible candidates to be teacher aides in nursery schools, kindergartens, and other helping professions. For more information, write: Mrs. Mariam Lawin, Para-Educator Center for Young Adults, New York University-SEHNAP, One Washington Place, New York, NY 10003 or call: (212) 598-3906.

College Program for Gifted Women

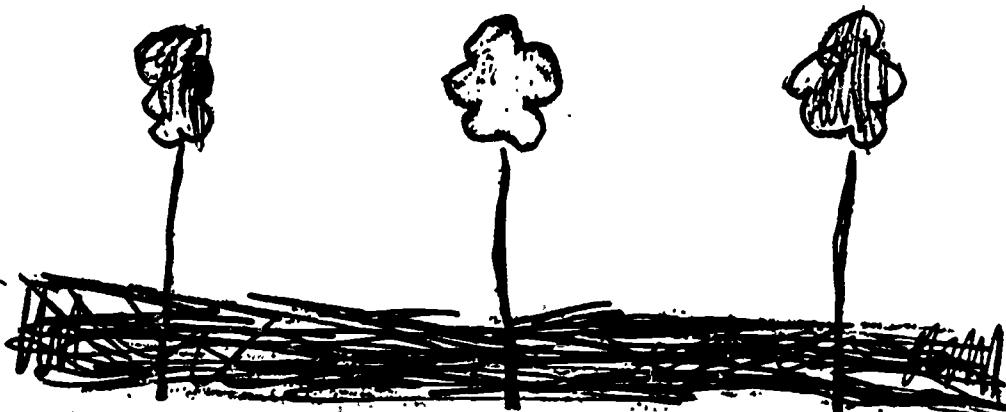
Mary Baldwin College has organized an academic program designed specifically for highly intelligent young women to complete high school and college in five years in a supportive residential setting. Starting with a high school curriculum and working in specially designed college courses and directed inquiry programs, each student becomes a college student in the 4th and 5th years of the program and graduates with a baccalaureate degree. Contact: Christine N. Garrison, Director, Program for the Exceptionally Gifted, Mary Baldwin College, Staunton, VA 24401.

Residential Summer Program Serves Rural Gifted. The University of Southern Mississippi offers a residential program to meet the unique needs of gifted students. The Summer Gifted Studies Program is designed to enhance cognitive, affective, and psychomotor abilities through planned enrichment and accelerated instructional programs. Emphasis is placed on individual participation in areas which provide in-depth analysis of specific topics of interest. The students have an opportunity to participate in leisure time activities and to engage in small group activities with other gifted youth. Program offerings change each summer, providing an opportunity for students to return each year that they remain of eligible age.

For more information and to request application materials, contact: Dr. Frances A. Karnes, Director, The Center for Gifted Studies, Southern Station Box 8207, Hattiesburg, MS 39406; (601) 266-5236.

Rural Leadership Program Offered. In Wisconsin, the Rural Leadership Program provides opportunities for young rural leaders to interact with people and exchange ideas by examining issues in an educational forum. The program content addresses both national and local issues and is designed to increase the participants' abilities to develop analytical judgments. The seminars provide a mixture of classroom and field activity. For more information, contact: Wisconsin Rural Leadership Program, Room 615, 432 North Lake Street, Madison, WI 53706.

Competing in Rural Knowledge. The first Rural Knowledge Bowl has been completed at Southwest State University in Marshall, MN. Sponsored by the Communicating for Agriculture (CA) Scholarship and Education Foundation, the contest involved 30 schools from the area in current events testing, part of CA's project "Putting the Rural Back into Rural Education." The project, designed by Keith Hubel, promotes the teaching of rural values and experiences as a part of rural curriculum. The Rural Knowledge Bowl structure is an attempt to provide teachers and students with a source of ideas and academic stimulation. For more information, contact CA Scholarship and Education Foundation, Law Office Building, Fergus Falls, MN 56537.



Students Aid in P.E. PEOPEL (Physical Education Opportunity Program for Exceptional Learners) is a National Diffusion Network funded physical education program that provides individualized instruction to special education students. With the use of students trained as peer teachers each exceptional student has his/her own teacher. As many as 30 students receive physical education instruction without expensive equipment or costly re-training programs. For more information, contact Larry Irmer, Coordinator, PEOPEL, 3839 West Camelback Road, Phoenix, AZ 85019; (602) 251-3867.

Daily Report System. Parents and a teacher of developmentally disabled children devised a system of daily reports which increased parent involvement in their child's education and also developed teacher-parent interaction. The daily report card system was easily used as it was based on IEP training areas and a behavior management program. Items regarding self-help skills such as tying shoes could be checked off when accomplished, and space was provided for brief remarks regarding progress. Two cards were designed: a school report and a home report. For more information, contact: Hennessy Powell, George Peabody College For Teachers, Vanderbilt University, Nashville, TN 37203.

#### Scholarship

The American Foundation for the Blind offers three scholarships, ranging from \$1,000 to \$2,500, to individuals with visual handicaps. Additional information can be obtained by writing: Susan J. Spungin, Ed.D., Associate Director for Program Services, American Foundation for the Blind, 15 West 16th Street, New York, NY 10011.

#### C. Prevocational and Vocational Training

##### Northeast Louisiana Vocational Assessment Mobile Unit for Special Education (VASE)

Sometimes it's easier to take the classroom to the students than the other way around, especially if the students are handicapped and live in a rural area. The VASE Project works to place handicapped students in appropriate vocational classes. The Vocational Assessment Specialist drives a step van from one school site to another in the three-parish region. The van is customized to serve as a mobile classroom and is equipped to provide the work space and the necessary assessment tools. Area business people assist this program by volunteering to talk to students about various occupations. Contact: Bennie McKay or Gayle Waller, Discretionary Project, P.O. Box 599, Rayville, LA 71269; (318) 728-5964.

Program Trains for Employment. Project PPEP (Portable Practical Education Preparation, Inc.) was developed to serve farmworkers and rural residents with the desire to improve their "quality of life" through "self-help" programs. A variety of programs and services are offered including transportation, housing, training and employment, counseling, nutrition, energy assistance, computer technology, and education. The involvement of the business and industrial communities provides both input and support for these programs. Funding for these programs comes from the U.S. Department of Labor and is made possible through the Jobs Training Partnership Act. For additional information, contact: PPEP Training Employment Center, 806 East 48th Street, Tucson, AZ 84713; (602) 622-3553.

Project Prepares Private Sector Volunteers. The National Clearinghouse for Information on Industry Involvement in Education provides leadership in developing effective joint industry and education efforts to improve youth employability. A new special education project focuses on volunteerism in special education through industry-education cooperation. Through a networking system of industry-education partnerships, private sector volunteers are trained to become involved in the education of students with disabilities. For further information, contact Dr. Donald M. Clark, Project Director, Special Education Project, National Association for Industry-Education Cooperation, 235 Hendricks Blvd., Buffalo, NY 14226.

Students Experience Vocations. Second semester seniors in Beaman-Conrad-Liscomb Community School in Iowa receive vocational education through the Experience Based Career Education (EBCE) model developed by Appalachia Education Laboratory, Inc. of Charleston, West Virginia. The course is not book oriented; rather the students gain experience in a variety of jobs in order to discover what they can and want to do. Students attend no classes, but spend from one to thirteen weeks at each site selected. They complete projects at the sites which count toward their academic work. They earn one credit unit for the Career Planning Course and one credit unit in a subject of their choice. For further information, contact Roy Messerole, Superintendent, Beaman-Conrad-Liscomb Community School, Conrad, IA 60621; (515) 366-2819.

Individualized Mainstreamed Vocational Instruction. An individual work study program is provided to assist each student in meeting specific vocational objectives. The program provides for modifications with the on-line special education and regular education programs to ensure successful mainstreaming of students in school and later in work. The three elements of the program (teacher, student, community) are interwoven to develop the plan. For more information, contact Mel Mangum, Director of Special Education or Jana Hubbs, Vocational Coordinator, County Services Building, ESD #123, 314 West Main Street, Walla Walla, WA 99362; (509) 529-3700.

Project Y.E.S. (Youth Employment Success). This program of diversified occupations provides basic skills training for known jobs in the community and develops necessary social and personal skills to maintain job placement to students aged 14-21 who are EMR, LD, ED, or physically handicapped. The evaluation process includes data compiled on job placements, state vocational education reviews, state special education reviews, and reports to the state board of education. Materials available include the list of various published materials and films used. For more information, contact Cliff Hall, Director, Lake Regional Vocational Tech Center, or Cal Chaplin, Program Coordinator, Bridgton, ME 04069.

The Northern Penobscot Regional Pre-Vocational Program. This program is designed for students aged 13 to 20, who are mildly to moderately mentally handicapped, learning disabled or mild to moderately behavior disordered. It assesses student skills and potential, provides vocational awareness experiences, and provides experiences which allow for growth in mechanical, emotional and self concept areas. Students are evaluated in five areas: (1) learning comprehension, (2) manipulative and perceptual skills, (3) motivation, (4) personal attitudes, and (5) interpersonal relationships. Materials available include a resource guide on the development and operation of the program. For more information, contact Mr. Brent H. Colby, Director of Special Education Services, Box 250, Lincoln, ME 04457; (207) 794-2751.

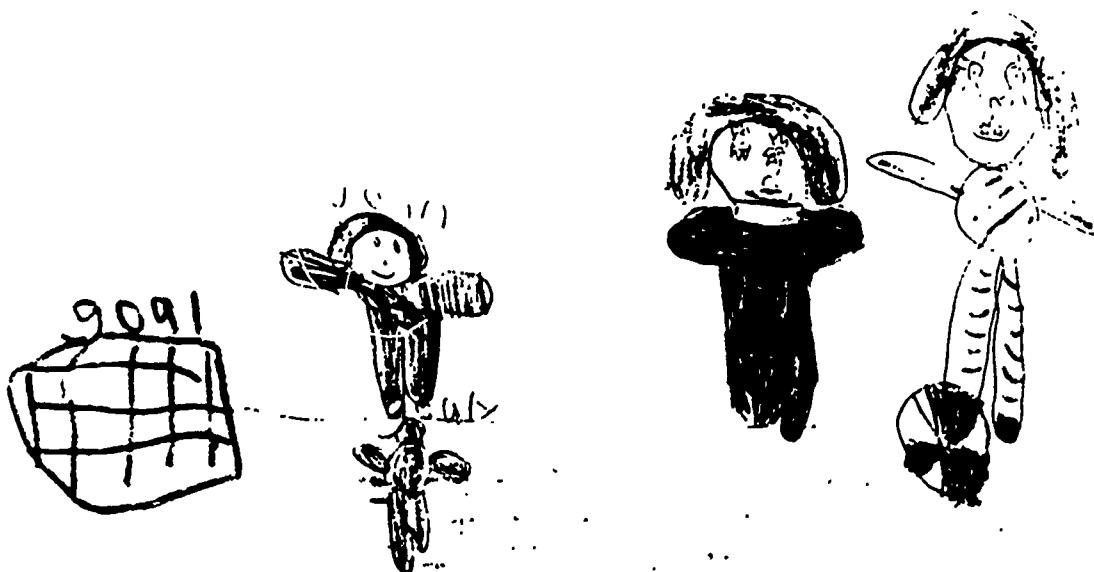
Community Based Vocational Program. This program is designed to facilitate assessment within the community of job seeking, job keeping, and job preferences, and of community-based vocational training used to facilitate student transition from secondary programs to work or post-secondary training. Students are evaluated in three areas during the training stage. These areas are (1) content knowledge, (2) performance and (3) general employability skills. Students are continuously evaluated during the assessment phase. Materials available include learning packets and process inservice. For more information, contact Brad Riley, Supervisor, Work Experience Programs, Green Valley Area Education Agency, Green Valley Road, Creston, IA 50801; (515) 782-8443.

Vocational Evaluation/Experience Program. The program, located in Wisconsin, serves 25 visually impaired secondary students from six school districts across the state. It provides work experience opportunities and linkages with the Blackhawk Technical Institute. For more information, contact Wayne Sherry, Department of Public Instruction, Bureau for Vocational Education, P.O. Box 7841, Madison, WI 53707.

A Work Study Program: Kids Form Their Own Company. This program was developed for and by a group of students who needed to develop increased time on task as well as vocational skills. They formed their own business focusing on "odd jobs," such as raking lawns, moving furniture for senior citizens, and taking down storm windows. The charge for their labor was \$1.00 per hour. This program focuses on students who do not have an attention span long enough to maintain a steady job in the community. For more information, contact Spencer Gartin, Work Experience and Study Coordinator, Northeast BOCES, Haxtun, CO 80731; (303) 774-6143.

Multi-Skills Program, Lyco County, PA & Basic Skills Program, Ieoga County, PA. These programs provide basic training of a "hands on" nature. Students who are secondary level, EMR, LD, physically handicapped, partially sighted, hearing impaired, or TMR, are mainstreamed into regular vocational programs or placed in the Community Exploration Program where they are rotated through six 3-week training stations of their choice. Students are evaluated with checklists by instructors and participating employers. Materials available include a brochure which gives a program description and checklists. For more information, contact Ivan Dineps, 1219 Clayton Avenue, Williamsport, PA 17701; (717)-323-8441.

Computer Skills For The Visually Impaired. This program in Georgia serves 12 youth aged 16 to 18 who are visually impaired. The students are provided with classroom instruction in computer operations and occupations. Computer science consultants instruct the students, and a consulting psychologist provides student counseling and evaluations. After completing the program, the students are placed in on-the-job training. For more information, contact Ms. Faye Mullis, Education Supervisor, Georgia Academy for the Blind, 2895 Vineville Avenue, Macon, GA.



Vocational Education For Special Students (VESS). This program provides for specific job training skills in a given occupational area for students aged 17-21, who are mildly handicapped and enrolled in secondary special education programs. Special needs students are mainstreamed into a vocational course. They develop competencies outlined by the VESS coordinator and vocational instructor. Training plans are developed and tailored to the individual needs of each student. Materials available include special education commercial materials and teacher prepared materials. For more information, contact Jim Sands, Supervisor, Special Education Instructional Programs, Arrowhead Area Education Agency, P.O. Box 1399, 1235th Avenue South, Fort Dodge, IA 50501; (515) 576-7434

Rural School Employability Program. Traditionally, vocational programs for rural students have been limited. Three rural districts in Missouri are expanding their students' vocational horizons through a concept called Contract Vocational Education (CVE). Through the CVE Program, local business persons contract with the school and family to provide the student with specific on-site training. The businessperson is compensated as an instructor providing students with marketable skills at a reasonable cost to the district. The student receives valuable job training as well as academic credit upon successful completion of the program. School counselors provide initial career counseling, serve as contract negotiators, and aid in defining the individual programs. Schools interested in developing their own CVE program are encouraged to access Job Training & Partnership Act funds through their local private industry council or chief elected official. For further information, contact: Vicki Hobbs, Program Director, Rural School Employability Program, Rt. 11, Box 72A, Columbia, MO 65201.

Career Development Program. The Career Development Program involves individual academic programings in job and living skills along with recreational skill development and in-school/out-of-school sampling placement. The target population is students aged 14-21 with handicapping conditions. Students are evaluated both academically and vocationally. Job and living skill-oriented materials are used. Precision teaching drill practice materials, and a computerized program are used to develop individualized skills in learning centers. For more information, contact Dr. David N. Sapp, Director, GST, Multidistrict Educational Services, Box K, Hillsboro, ND 58045.



Private Industry Council/Diversified Occupational Training. This program, located in Florida, was developed to link special education and vocational education. Students involved are selected because they (1) have vocational aptitude or are at least 16 years of age, (2) are a special needs student, and (3) have successfully completed a formal or informal work experience. A two-day vocational evaluation is administered to determine each student's interest and aptitudes. Guidelines are specified regarding what counts as "prior work experience." On-the-job training, in accordance with JTPA regulations, are provided to successful students. Students may work part-time or full time. Individual training programs vary in length. Most are from three to six months long. For more information, contact: Diane Page, Program Coordinator, Judy Andrews Center, School for Exceptional Student Education, 129 N. Merritt Street, Pensacola, FL 32507.

Vocational Education for Handicapped: Project WEST (Work Experience, Study, and Training). This program involves classroom study in career awareness and exploration, job orientation activities, and personal management. It also involves regular vocational classes with or without modification, work experience and sheltered workshop experience. Students are evaluated using skills and manipulative tests, aptitude tests, and rating scales used by the coordinator and employer. Materials available include a brochure and information packet. For more information, contact Barbara Nelson, Director of Special Education or Joe Edmondson, Coordinator of S.E. Vocational Education, P.O. Box 190, Whiteriver, AZ 85941.

The Greenhouse Project. The Cherokee County Schools are addressing the vocational needs of their disabled and disadvantaged high school students through a greenhouse project. The program is designed to meet local needs of employment in the greenhouse horticultural field - an important business in this rural community. The program was originally funded through Title VI-B but now receives its monies through vocational funds for disadvantaged/handicapped people. A detailed instructional manual is available and costs \$15.00. Contact Freddy Reynolds, Assistant Superintendent, Cherokee County Schools, 130 East Main Street, Centre, AL 35960.

National Rural Independent Living Network. The National Rural Independent Living Network (NRILN) is assisting rural communities in developing a skills and services network to provide opportunities for people with a disability to live more independently in rural America. Communities with active potential coordinating facilities such as libraries, ministerial associations, corner stores, schools, etc., are selected for participation.

With the support of the coordinating institution, the community develops an Independent Living Network to meet the area's special needs and resources. The system consists of a group of volunteers who will function as coordinators of services and skills and a group of volunteers and professionals who will provide these services and skills to persons with disabilities. Services are provided to individuals with physical, mental, or emotional disabilities. Services of the network could also be used for respite care by families with a disabled family member.

NRILN currently has established networks in Alaska, Idaho, Kansas, Wyoming, Colorado, Minnesota, Tennessee, Louisiana, Kentucky, Ohio, and New Hampshire. Additional sites which reflect different topographies and population densities within rural America are currently being selected. The goal of the NRILN is to establish 500 independent living networks by March 1986.

For additional information, contact: National Rural Independent Living Network, School of Education, Western Washington University, Bellingham, WA 98225.

#### D. Physical, Recreational, and Social/Emotional Programs

##### Kids Add Life Program

"Kids Add Life" teaches students in grades K-12 how to save the lives of heart attack victims. It teaches smaller children how to recognize and respond to emergencies of this sort, and it teaches older students cardiopulmonary resuscitation techniques. Contact: Tim Bahr, 221 North LaSalle St., Chicago, IL 60601.

##### Let's Play to Grow

"Let's Play to Grow" is a recreational club program designed to promote and enhance positive relationships between children with special needs and their families. Let's Play to Grow is sponsored through the Kennedy Foundation, and over 200 clubs exist across the country. For more information, contact: Let's Play to Grow, 1701 K Street NW, Suite 205, Washington, D.C.; (202) 331-1731.

Colorado Rural Recreation Directors' Project (CRRDP)

The CRRDP is a program which offers recreation development and services to various Colorado communities. University students from the Recreation Degree Program at the University of Colorado in Boulder serve as recreation directors at the project sites. The CRRDP attempts to develop and implement successful recreation services in rural areas and works to contribute to the overall satisfaction of rural community life. The Colorado Rural Recreation Directors' Project provides an effective method of training recreation leaders as well as improving recreation services in rural areas. Contact: Mr. Patrick T. Long, Center for Rural Recreation Research and Development, Campus Box 354, University of Colorado, Boulder, CO 80309; (303) 492-5395.

Summer Program for Youth with Communication Disorders

The Institute for Logopedics sponsors a comprehensive summer program for youth with communication disorders. The residential program serves children ages 6-22, and staff members individualize instruction which is aimed at reaching IEP goals. The Institute is located in Wichita, Kansas. Contact: Paula M. Smith, 2400 Jardine Drive, Wichita, KS 67219; in Kansas (316) 262-8271, or nationally 1-800-835-1043. (toll free)

Summer Camps

Nationwide information on summer camps for children with visual handicaps is available from: National Office of the National Association for Parents of the Visually Impaired, Inc., P.O. Box 29066, Dallas, TX 75229.

Project Building

Project Building is a program which will train group leaders and/or co-leaders to organize and conduct peer support groups for handicapped youth. The ultimate goal of the project is to enable handicapped teenagers to develop self-help skills, social skills, and a positive self-image to assist them in reaching their maximum potential. For information, contact Laurie Giles, Project Director, Project Building, Parent Information Center, P.O. Box 1422, Concord, NH 03301; or call (603) 224-7005.

Children of Divorce Program

"Building Networks for Children of Divorce" is a program designed to assist social groups to support children who are experiencing the impact of parental separation and divorce. The program offers a structured discussion group for children, and an information workshop for parents. Contact: John McGann and Jane Strauss, Hamden Public Schools, School Social Work Dept., 1450 Whitney Ave., Hamden, CT 06517; (203) 288-8473.

Respite Care Program Provides Support for Families. The Easter Seal Respite Care Program offers parents with handicapped children some "time off," or respite, from the 24-hour job of parenting by providing a specially trained care-giver for their child. Any family is eligible who has a child who is mentally retarded, physically handicapped, health impaired, hearing or visually impaired, or has a handicap that requires some special care.

Respite care offers skilled babysitting services which can be used to meet the families' needs. The handicapped child (and siblings) are cared for by specially trained Respite Care Providers. Respite Care is available in the child's home, in the provider's home, or in approved child care facilities. Families who use Respite Care services can tailor it to their particular situation and need. Some parents use the time for an evening out, for individual attention to other siblings, for shopping trips or personal appointments. Respite Care can be paid for by the families, with an Easter Seal subsidy or community resources. For more information, contact your local Easter Seal Office, or the National Easter Seal Society, 2023 West Ogden, Chicago, IL 60612; (312) 243-8400.

Mail for Tots, a nonprofit organization established in 1975, is looking for people who would like to write to seriously ill children to help cheer them up. Most of the children are home or hospital bound and have illnesses and/or disabilities such as cancer, leukemia, muscular dystrophy, multiple sclerosis, and cerebral palsy. To receive the name and address of a child to write to, send a business-sized, self-addressed, stamped envelope to: Mail for Tots, 25 Chardon Street, P.O. Box 8699, Boston, MA 02114.

Advocates for Special Recreation. Founded by handicapped consumers, advocates and parents, Special Recreation, Inc., is a national, non-profit organization dedicated to serving the recreation rights, recreation needs, and recreation aspirations of people who are disabled.

Services provided by Special Recreation, Inc., include training in special recreation, dissemination of a special recreation digest, and sponsorship of national special recreation meetings. For more information regarding Special Recreation programs and services, contact: Special Recreation, Inc., 362 Koser Ave., Iowa City, IA 52210; (319) 337-7578.

Coping with Childhood Cancer

The following resources were designed to help families who have a child with cancer cope with the disease and its effects on families. For more information on any of the programs below, write: Camp Good Days and Special Times, Inc., Post Office Box 245, Pittsford, NY 14534.

**Summer Camp**

\* Camp Good Days and Special Times is a camp exclusively for children with leukemia and other forms of cancer. The one-week camp program features a wide variety of recreational activities and learning experiences. Medical care is provided by qualified professionals, and children with cancer are given the opportunity to experience activities just like other children.

**The Teddi Project**

\* The Teddi Project is a program which exists to grant the wishes of terminally ill children. Staffed by volunteers and run entirely by donations, the Teddi Project has helped kids achieve their dreams.

**The Kris Connection**

\* Cancer is frightening for anyone, but particularly so for children. Doctors, nurses, and psychologists at Strong Memorial Hospital in Rochester, NY refer children and their parents to "The Kris Connection" at the time of diagnosis. These kids will be put in touch with kids who have been diagnosed as having cancer at least one year, and will have gone through at least the initial treatments appropriate for their particular form of cancer. The newly diagnosed child calls the Kris Connection and is matched with a volunteer child with the same form of cancer and similar age. Camp Good Days and Special Times sponsors recreational activities for these kids.

**Brothers and Sisters Together**

\* Brothers and Sisters Together allows siblings of children with cancer to meet and interact with other siblings from the Buffalo, Rochester, Syracuse, and Albany, NY areas. This provides an opportunity for kids to have their questions about cancer answered. Doctors and nurses volunteer their time to explain cancer and cancer treatment. Participants in Brothers and Sisters Together also enjoy sports, outdoor activities, arts and crafts, and many special events.

### Cancer in the Classroom

\* Cancer in the Classroom is an innovative program of day-long workshops to help teachers and school nurses better understand cancer, the disease, and the children who have it.

### R.T.A. Tutoring Program

\* The Rochester Teacher's Association tutors children in the greater Rochester, NY area who are actively undergoing cancer treatment. The new tutoring program includes a Dial-A-Teacher service. Children with cancer can get learning questions and problems answered by dialing (716) 232-5940 Tuesday, Wednesday, and Thursday between 4:00 and 7:00 p.m. Children can also receive one-on-one tutoring at home, in the hospital or at R.T.A. offices.

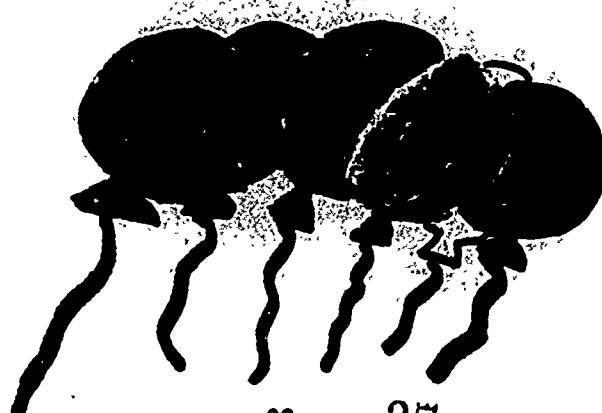
### E. Parent and Teacher Training

#### Parents as Case Managers

The Networking and Evaluation Team of the University of Washington has developed procedures to train parents to become case managers for their son or daughter as they make the transition from high school to adult living. Contact: Judy Heinowski, Project Associate, Experimental Education Unit, WJ-10, University of Washington, Seattle, WA 98195; (206) 543-4011.

#### Training for Parents with Mental Retardation

Parents Learning Together is a 6-month pilot training program for parents with mental retardation. A curriculum was developed based on the needs and abilities of the parents in the program. Discipline, language stimulation, use of community resources, language, parent-child play, and basic life skills are just a few of the topics covered in the training. Home visits are made twice weekly to ensure transfer of knowledge from class to reality. Follow-up visits are also made following the completion of the class. Contact: Parents Learning Together, St. Louis University, School of Medicine, St. Louis, MO 63103.



Community Training About People with Disabilities

A new program has been started in which teacher trainees are taken on caravans to rural areas to view the situations for which they are training. Workshops are conducted for medical professionals to inform them of special education needs and services. Training is given to parents of young special education students because it is felt that such parents will work hardest to improve the system and maintain a high quality of education. For information, contact: Jerry White, Maryland State Department of Education, 200 West Baltimore St., Baltimore, MD 21201; (301) 659-2479.

The TAPP Project

The Technical Assistance for Parent Programs (TAPP) Project works to assist parent organizations being developed by providing parent groups with training about special education laws and handicapping conditions. Services will be delivered to both new and existing parent training and information projects on a regional basis. TAPP's Regional Centers are located in Tacoma, WA; Minneapolis, MN; Concord, NH; Orange, CA; and College Park, GA. For information about the TAPP project, its services, and the Regional Centers, contact project manager Cynthia Gilles, TAPP Project, 312 Stuart St., 2nd Floor, Boston, MA 02116; (617) 482-2915.

Educating Medical Staff and New Parents

One parent group in southern New York attempts to help doctors and parents of newborns with handicaps. They have developed photo albums of infants and children with birth defects (i.e., Down's Syndrome and cleft palate) which they give to obstetricians at local hospitals. The obstetricians then share the album with new parents who have just had a child with the same disability as the children in the pictures. The photos depict infants and children at play and school during various developmental levels. The album helps doctors "soften the blow" of telling parents that their child is handicapped and gives parents the hope that their child can live a fulfilling life.

Parent Coalition

Form a parent coalition to assist parents with parent training and advocacy. The formation of parent coalitions is a positive step towards helping parents and their handicapped children. For more information contact: Paula Goldberg, PACER, 4826 Chicago Avenue South, Minneapolis, MN 55417; (612) 827-2966.

Parents Helping Parents

The Pilot Parent Program provides supportive experienced parents to pilot other parents through the difficulties of accepting that their child is handicapped. Parents help each other learn about the handicapping condition and how to find the proper services to help their children. The program provides emotional support and understanding, factual information about developmental disabilities, information about educational programs and support agencies, introduction to helpful groups and agencies, and speakers for clubs and organizations. For more information, contact: The Pilot Program, Association for Retarded Citizens, P.O. Box 3697, Chico, CA 95927; (916) 891- 5865.

Programs For Parents of Teens Initiated

A new program for parents of teens offers challenging advice to change yourself, not your teenager. Training for the Effective Parenting of Teens (STEP/Teens) provides parents and parenting group leaders practical methods to help resolve parent-teen conflicts. The authors, Don Dinkmeyer, Sr., Ph.D. and Gary D. McKay, Ph.D., propose that changing your behaviors as a parent will have a dramatic influence on your children. The program provides parents an alternative to both permissive and autocratic parenting by presenting procedures for encouraging teens to become independent, responsible and able to discuss discipline. For more information, contact: American Guidance Service, 2034 Publishers' Building, Circle Pines, MN 55014; (612) 786-4343.

Teaching Hearing Impaired Students in a Mainstreaming Environment includes a checklist for teachers to help them provide appropriate support services for students in a mainstreamed environment. Available from Public Information for the Deaf, One Lomb Memorial Drive, P.O. Box 9887, Rochester, NY 14623.

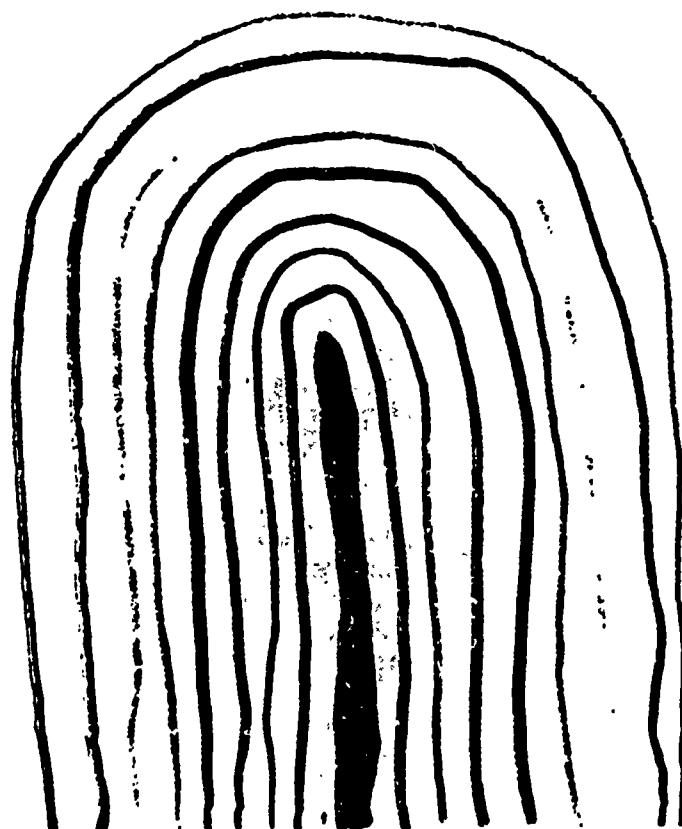
Parents Act as Aids

Parents as Volunteers in Education (PAVE) is a program developed to train volunteers to help special education students receive an education in the least restrictive environment. The project helps identify and prepare principals and teachers to recruit and work effectively with parent volunteers. Recruitment literature is developed, and existing parent groups are informed. PAVE then works to increase the parents' knowledge of public school structure and issues in special education. Parents are trained to work effectively with teachers and develop necessary skills to work with physically disabled students. For more information on the program, contact Rachelle Bruno, Project PAVE, Education Department, Northern Kentucky University, Highland Heights, KY 41076. (Information for this article was taken from CASE Newsletter, Winter 1984.)

A Guide to Help Teach Life Skills

Closer Look/The Parents' Campaign for Handicapped Children and Youth has developed a program guide for workshop leaders called Life Skills Training. The program's goal centers around training parents to help their children with learning disabilities improve daily living skills and social activities.

Workshop activities emphasize building awareness and skills. Topics include Parent/Teen Team Building; Listening and Body Language; Self-Inventory of Daily Living; Social and Parenting Skill Needs; and Task Analysis and Problem Solving. For more information, contact the Parents Campaign for Handicapped Children and Youth, 1201 16th Street, N.W., Washington D.C. 20036.



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**III. SERVICES BY STATE:**  
**Parent Groups and Resources**

**Parent Groups**

The American Council on Rural Special Education (ACRES) Rural Family-Professional Partnerships Task Force has lists of parent groups for each state. Because of space limitations, we are unable to print them all. If you would like a list of parent groups for your state, contact: Pat Burns, 1225 E. 11th Place, Casa Grande, AZ 85222.

**ALASKA**

**Remote Areas Served**

Alaska Resources for the Moderately/Severely Impaired (ARMSI) is a program which provides appropriate educational and residential services to disabled students in their home communities. ARMSI is located at 2211-B Arca Drive, Anchorage, AK 99508; (907) 279-9675. Three of their programs are the Low Incidence Handicapped Outreach Project, the Satellite Home Programs and the Infant Learning Program.

The Low Incidence Handicapped Outreach Project is designed to provide services to students with disabilities which occur infrequently or to students who may be the only child in the area needing services.

The Satellite Home Program provides specialized foster care to severely developmentally disabled individuals in an effort to deinstitutionalize those individuals who do not require the medically oriented services of institutional care.

The Infant Learning Program for Blind/Visually Impaired provides home-based services coordinated with local service providers. The program works toward the children's educational and skills development while assisting parents in understanding their child's needs.

Parent-led, home-based preschool education for Native Americans living in rural areas of Alaska depends upon the services of an early childhood specialist who makes home visits and provides training sessions through the local school. Support for the program by the parents promotes their use of its precepts and the improvement of some of the conditions otherwise experienced by the children with limited cultural environment and social contact opportunities. For more information, contact Mr. Charles R. White, Superintendent; Dillingham City School District, Box 202, Dillingham, Alaska 99576

Special Education Parent Team for Equal Rights (SEPTER)

SEPTER is a program which was organized to inform parents of their rights and responsibilities under state and federal special education laws. SEPTER offers local parent training workshops for newly formed parent groups, local siblings workshops for brothers and sisters of handicapped children, parent group networking (so that parent groups can communicate and share resources with other parent groups), handicap awareness puppet training for local schools, and direction service (a free information and assistance service for families of handicapped children). SEPTER also publishes a newsletter which keeps parents informed of current issues in special education, newly-formed parent groups, and editorials from parents. For more information about SEPTER's programs, please contact: Linda Griffith, SEPTER, Southeast Regional Resource Center, 218 Front St., Juneau, AK 99801. To have your name added to the SEPTER Newsletter mailing list, write: SEPTER Newsletter, c/o Sitka-PACS, Inc., Box 4512, Mt. Edgecumbe, AK 99835.

Parents of Exceptional Individuals (PEI)

Parents of Exceptional Individuals is an organization that works with the Juneau-Douglas School District to improve and maintain educational opportunities for exceptional children. Parent training and support are provided, and the group is currently working on monitoring legislation. Contact: Dolores Branson, 1915 Churchill Ct., Juneau, AK 99801.

Dillingham Parent Group of Exceptional Children

The purpose of Dillingham Parent Group of Exceptional Children is to provide support and information for rural parents. The organization assists parents in finding services for their handicapped children and provides education on parental rights. Contact: Mark Hiratsuka, P.O. Box 2854, Dillingham, AK 99576.

Central Peninsula Association for the Handicapped

This support group is for parents of newly diagnosed handicapped persons and for parents of the handicapped new to the community. The Central Peninsula Association for the handicapped also educates parents and communities, and serves as an advocacy group. They currently are organizing a Pilot Parent Program and attempting to start a vocational training program and workshop for handicapped adults. Contact: Beth Godes, President, P.O. Box 4168, Kenai, AK 99611.

Fairbanks Special Education Advisory Council

The purpose of this group is to serve as a forum for issues and benefits to exceptional persons, parents, and other interested persons. The organization provides advocacy for exceptional persons and advice to school districts, school boards, and state agencies. Any exceptional person and/or their family are eligible for services. Contact: Nancy Beaty, 19 Mark Way, Fairbanks, AK 99701.

Alaska Parent Guide on Education and Exceptional Children

The Alaska Parent Guide describes education rights and procedures for families of children with handicapping conditions. The Guide is written in language that is easily understandable and offers a list of resources that may be helpful to parents. To obtain a copy of the Alaska Parent Guide, write: Southeast Regional Resource Center, 218 Front St., Juneau, AK 99801.

**ARIZONA**

Parents Facilitate Parent Interest

In an attempt to encourage active parent participation in the education of their special needs children, Gila County Special Services designed a program using parents as "parent educators." A part-time coordinator and 8 parent facilitators, all of whom had disabled children, were hired. These facilitators were trained by school personnel in how to contact and interest parents in order to teach them. All subsequent parent contacts were made by phone, letters and post cards. Parents were encouraged to visit and call each other for support. For more information, contact Nola Blake, Superintendent, Gila County Special Services, 3000 Sunnyslope, Miami, AZ 85539; (602) 473-2471.

**COLORADO**

Colorado Parent Institute

The Colorado State-Wide Parent Institute is an annual conference which focuses on parents of handicapped children. This year's conference was held on May 24-26, 1985 at the Lake Dillon Holiday Inn. The conference theme was "Parents As Educators" and provided parents with an opportunity to learn skills to become better "educators" of their children. Contact: Rodolfo Chavez, BUENO Centre, University of Colorado, Campus Box 249, Boulder, CO 80309; (303) 492-5416.

Workshop Encourages Parents

Parents Encouraging Parents (PEP) is a statewide network in Colorado which sponsors 2 1/2 day workshops in resorts to train parents of disabled children. The workshops are all-expense paid for parents. They focus on emotional support, information sharing on legislative rights and the IEP process, and promoting the "can-do" attitude. The workshops involve Colorado State personnel as leaders. Over 1,000 parents have taken part over 5 years, and local units are now forming. Contact: Carol Amon, Colorado Department of Education, Special Education, 303 West Colfax, First Western Plaza, Denver, CO 80204; (303) 534-8871, ext. 234

**CONNECTICUT**

Young Parents' Program

The Young Parents' Program helps teenage pregnant girls to continue their education in a setting that is comfortable and supportive. The program includes instruction in prenatal care, fetal development, labor and delivery preparation, post partum care, infant/care development, and sexual responsibility. The curriculum also has an academic and vocational assessment component. Contact: Debra Siegel, Eastconn, P.O. Box 245, North Windham, Connecticut 06256.

**DISTRICT OF COLUMBIA**

The U.S. Senate announced in July that a new office has been opened under the jurisdiction of the Sergeant At Arms. Called "Special Services," the office provides tours of the Capitol for disabled persons. Special Services also develops ways to make the Capitol and Senate more accessible to individuals with disabilities.

Special tours are available by appointment for individuals with the following disabilities: hearing impairments, hearing/visual impairments, mental retardation, visual impairments, and wheelchair users. For more information, contact Marla Hatrak, Office of the Sergeant At Arms, Room S-321, The Capitol Building, Washington D.C., 20510, (202) 224-4048 or (202) 224-4049 (TTD). You may also contact your Senator's office to request these services.

**FLORIDA**

The Rural Center for Independent Living provides outreach services and teaches independent self-help skills to visually-impaired citizens in rural Florida. Community involvement and advocacy are features of the Center's program. For further information, contact: Pinkney C. Seale, Director, Rural Center for Independent Living, School Board of Gadsden County, Box 1203, Quincy, FL 32351

**GEORGIA**

Parent-to-Parent Program

In the Parent-to-Parent Program, supporting parents are trained volunteers who have successfully integrated a son or daughter with a disability into their families. Referred parents are parents who have just learned that their child has a disability. (This may be at birth, on entering school, after an accident, etc.) Parent-to-Parent contacts referred families only when these families express an interest in talking with a supporting parent. Supporting parents have been trained in order to familiarize themselves with developmental disabilities and local services. Parents are matched according to the diagnosis or degree of the child's disability, age of child, marital status, etc. All information shared through Parent-to-Parent is confidential. Contact: Parent-to-Parent National, University of Georgia, 850 College Station Road, Athens, Georgia 99610-2399; (404) 542-6629.

Autism Task Force

The Georgia Department of Human Resources, Division of Mental Health/Mental Retardation has established an Autism Task Force to better meet the needs of persons with autism in the state of Georgia. For more information, contact: Cindy Hedrick, Clayton MHMR Center, 15 S.W. Upper Riverdale Rd., Riverdale, GA 30274.

Parent/Professional Newsletter Published

The Georgia Association for Retarded Citizens and the Parents Educating Parents Project sponsor a bi-monthly newsletter for persons interested in exceptional individuals. The publication includes information about upcoming events, legislation, and new parent programs. Write to: Parents Educating Parents Project, 1851 Ram Runway, Suite 102, College Park, GA 30337.

Parent Network Funded

The Georgia Retardation Center has received a grant to establish a new Parent-to-Parent National Project. The project will provide a nationwide system of support to parents of newborn or newly-diagnosed developmentally disabled children. The grant from the Office of Human Development Services will allow dissemination of parental support via video tapes and written material. For more information, contact Norman Bassett, Athens Unit of GRC, 850 College Station Rd, Athens, GA 30610.

**ILLINOIS**

Parents Educating Parents Project

Located at Southern Illinois University in Carbondale, this project provides services to schools and parents of handicapped children through available materials and training. The organization also works to facilitate home/school cooperation by encouraging parent and school professional communication and sharing. Contact: Parents Educating Parents Project, Department of Special Education, Southern Illinois University, Carbondale, IL 62901.

Using Foster Homes to Deinstitutionalize Children with Severe Disabilities

A unique program has been implemented recently in rural DeKalb County, Illinois, by Sharon Freagon of Northern Illinois University and the DeKalb County Special Education Association (DCSEA). Known as the Home Individualized Program (HIP), this venture focuses on bringing institutionalized children with severe disabilities back to DeKalb County and its public schools. This program provides children with foster homes because their needs frequently cannot be met in their natural family environments.

DCSEA rents homes in "typical" neighborhoods. It then trains young volunteer couples to function as house parents for these children with severe disabilities. A recreation specialist works with the children two days a week, and relief volunteers provide respite care on weekends. The Illinois Department of Mental Health and Developmental Disabilities funds the program.

HIP has several advantages. It brings the children physically closer to their natural families. It helps promote learning of community skills and independent living by providing these children with public education and family environments. It costs less than institutionalization and uses an existing administrative system (the school system). For more information, contact Bill Peters, Executive Director, DCSEA, 145 Fisk Avenue, DeKalb, IL 60115; (815) 756-8589.

Illinois Alliance for Exceptional Children and Adults

The Illinois Alliance for Exceptional Children and Adults is an organization which aids in the improvement and promotion of education, training and other services for exceptional individuals in Illinois. The Alliance also acts as an information and referral source to parents and other interested persons. The Alliance has representatives from several organizations in Illinois on their voting board. The Illinois Alliance for Exceptional Children and Adults publishes Special Education from the Parent's Point of View, an informational brochure explaining important parts of federal and state law as it relates to special education. Write: Illinois Alliance for Exceptional Children and Adults, 2005 Clover Lane, Champaign, IL 61820.

**IOWA**

Iowa Pilot Parents

"Pilot Parents" offer emotional support and provide factual information in order to help other parents cultivate positive thoughts and feelings about their child's ability to grow, learn, and develop to his or her full potential. Pilot Parents receive training to enable them to use their own experiences and new knowledge to assist and guide other parents of handicapped children. If you have a child with special needs and would like to talk with a Pilot Parent of a handicapped child, or if you would like more information about Iowa Pilot Parents, please write to Carla Lawson, Iowa Pilot Parents, 1602-10th Ave. North, Box 1151, Fort Dodge, IA 50501.

**KENTUCKY**

Educational Networking of Resources and Information for Classrooms and Homes (ENRICH)

To meet the need for more effective communication and interaction between parents of handicapped children and public school personnel, ENRICH was developed. Project ENRICH's goals include development, implementation, and evaluation of a statewide training and resource system for teachers and parents of exceptional children. The focus is on parent education and involvement and training of personnel in parent education/involvement for serving exceptional children. Contact: The Kentucky Department of Education, Bureau of Education for Exceptional Children, Unit of Staff Development, 8th Floor, Capital Plaza Tower, Frankfort, KY 40601; (502) 564-3790.

Wendell Foster Center

The Wendell Foster Center functions as a community for multiply physically handicapped children and adults. Residents and staff at the Wendell Foster Center are actively involved in many special programs. The Wendell Foster Center publishes a quarterly newsletter which lists recent activities and accomplishments of its residents. Contact: Wendell Foster Center, P.O. Box 1668, Owensboro, KY 42302-1668.

**LOUISIANA**

Louisiana Resources for Parents

The ACRES Family-Professional Partnerships Task Force has a list of service organizations and contact persons serving the handicapped for Caldwell, Franklin, Morehouse, Ouachita, Richland, Tensas, and West Carroll Parishes. If you would like a copy of any of these lists, please write: Pat Burns, 1225 E. 11th Place, Casa Grande, AZ 85222.

**MAINE**

Workshop on "Being Handicapped"

A workshop was conducted on "Being Handicapped." Six physically handicapped students, ages 9 to 20, related experiences about coping with their disabilities. A better understanding of handicapped students has been evident as a result of the workshop. For further information contact: Rosemary Fecteau, Director of Special Services, Main S.A.D. 75, 22 Elm Street, Topsham, ME 04086.

Maine Parent Support Groups

The Special-Needs Parents Information Network (SPIN) has compiled a list of parent support and advocacy groups in the state of Maine. If you would like a list of the resources in your county, contact SPIN, P.O. Box 2067, Augusta, ME 04330.

Northern Aroostook Association for the Handicapped (NAAH)

Northern Aroostook Association for the Handicapped is an organization which provides parents with a number of valuable services including workshops on legal rights, summer camp and information about local resources. They also publish a monthly newsletter. Contact: Mrs. Edeltraut Thiele, President, Northern Aroostook Association for the Handicapped, R.F.D.I., Box 14, Ft. Kent, ME 04743; (207) 834-3820.

**MARYLAND**

**Teacher Trainers**

Teacher trainers are taken on caravans to rural areas to view the situations for which they are training. Workshops are conducted for rural medical professionals to enlighten them about special education needs and services. Training is given to parents of young special education students because it is believed that such parents will work hardest to change the system so it will be at its best throughout their children's educational career. For information: contact: Jerry White, Maryland State Department of Education, 200 West Baltimore Street, Baltimore, MD 21201; (301) 659-2479.

**MINNESOTA**

**Pacer**

Pacer is a statewide parent advocacy and training group. They provide workshops, "Kids on the Block" puppet shows, and do individual family advocacy on request. Contact: Paula Goldberg, 4826 Chicago Ave., Minneapolis, MN 55417; (612) 827-2966.

**Minnesota Parent Resources**

Respite Care Program  
P.O. Box 663  
Crookston, MN 56716

**MISSISSIPPI**

**Mississippi TIPP Program**

The Training and Information for Parents Program (TIPP) offers workshops to both parents and professionals on issues affecting the lives of handicapped children. TIPP also distributes information of concern to parents of handicapped children to Mississippi's 44 regional libraries. This information is compiled in baskets labeled, "Take Time to Learn About Handicaps." They are circulated from regional libraries to local libraries and bookmobiles so that parents in Mississippi's most rural areas may have access to up-to-date information. For more information about TIPP, write: Training and Information for Parents Program, 4750 McWillie Dr. Suite 101, Jackson, MS 39206. Call 981-8207 (in Jackson), or 1-800-772-4057 (statewide toll-free).

**NEBRASKA**

**Parent/School Networking**

The Special Education Branch of the Nebraska Department of Education is developing a statewide network of agencies to provide parents of handicapped children and local education agencies with training services. They are also working to develop a method of annually identifying parent and educator training needs. Contact: Virginia Wright, Nebraska Department of Education, 301 Centennial Mall South, Box 94987, Lincoln, NE 68509; (402) 471-2295.

**NEVADA**

**Nevada Specially Trained Effective Parents (N-STEP)**

N-STEP project provides a training series to increase positive parent participation in the special education process. Training is provided for parents, teachers, advocates, and interested persons who wish to learn the basics of state and federal regulations as well as share each other's experiences, needs, and support. Training is free and child care is available. Contact: Cindy Pennington, Coordinator, N-STEP Project, P.O. Box 28458, Las Vegas, NV 89126.

**NEW HAMPSHIRE**

**Residential-Public School-Community Interfaces**

A unique program of interfacing rural residential schools and families of enrolled students is implemented by the Spaulding Youth Center in Tilton, N.H. The center provides intensive therapy for students with emotional disabilities. As soon as possible, students are integrated with local communities. Spaulding staff train local school personnel to understand the needs of the residential student who is in transition. At least as important, Center staff also train families and communities. For further information, contact: Dr. Edward DeForrest, Executive Director, Spaulding Youth Center, Box 189, Tilton, NH 03276.

**NEW JERSEY**

**Autism Program**

"Public Education for Autistic Children and the Home" is a project operating in a school setting to serve autistic children ages 3-5. The program focuses on developmental skills for the children and on autism, behavior modification principles, and parent training in techniques for language development. Contact: Henry Przystup, Public School #31, 3055 Kennedy Blvd., Jersey City, NJ 07306; (201) 574-5841.

**NEW YORK**

**Siblings Conference Held**

The New York State Association for Retarded Children, Inc. sponsored a conference on "Siblings of Mentally Retarded and Developmentally Disabled Persons." For more information, contact Dr. Gorelick at (212) 254-8203.

**Developmentally Disabled Take College Course**

The Columbia-Green Community College and Columbia County Association for Retarded Children (NY) worked to create a highly popular program in their community. Every Thursday night, about 35 developmentally disabled adults go to college to learn about current events, geography, and local history covered in "Academic Enrichment Course I." They can also enhance their communication, mathematics, and reading skills in Course II. The fee is \$25, and covers non-credit tuition and transportation. Enrollment for the course has nearly doubled in the past six months.

**Advocacy**

The Protection and Advocacy Bureau provides legal advocacy, information and referrals to people who are developmentally disabled. Contact: Bureau of Protection and Advocacy, New York State Commission on Quality of Care, Suite 730, 99 Washington Ave., Albany, NY 12210; Attn: Marcel Chaine.

**Parent Advocate Group for Learning Disabled Children (GROW)**

The GROW group provides support and advocacy for parents of children with learning disabilities. They also provide a support group for learning disabled teens. The program gives young people the opportunity to engage in recreational activities, "rap" sessions, picnics, etc. Contact: Yvonne Hobbs, RD #1, Box 346, Nichols, NY 13812.

**Consider Project Child**

Comprehensive Help for Individual Learning Differences (CHILD). This comprehensive program in New York provides services to migrant farmworkers and rural families, infant through adult ages. The program utilizes all possible community and other resources to meet physical, emotional, educational and social needs of the individual families. For further information contact: Gloria Mattera, Director, Geneseo Migrant Center, State University College, Geneseo NY 14454; (716) 245-5681.

A-Parently You

"A-Parently You" is a training course for "teens" in the practical skills of caring for infants, toddlers, and preschoolers. Through the use of hands-on materials, films, discussion and experience with infants and young children, the participants will develop a better understanding of the responsibilities of being a parent and/or child care giver. Write: Ellen G. Huggins, "A-Parently You," Girl Scouts of Genesee Valley, Inc., 242 Andrews St., Rochester, NY 14604.

South Central Association for the Learning Disabled

This organization provides support for individuals, families and community organizations involved with learning disabilities. Information about learning disabilities, referrals, counseling, and advocacy are available. Contact: Judy Arnold, Star Rt. Box 90, Glen Aubrey, NY 13777; (607) 862-9491.

Legal Issues

People in New York State can get up-to-date accurate information about federal and state legislation pertaining to special education. Call the NY State Advocacy Office 1-800-522-1369. (toll free).

First Call for Help

First Call for Help is an information and referral system for Broome County. Information and phone numbers for most community service agencies and support groups are available from First Call for Help. Call: (607) 729-9100, 8:30am - 8:00 pm Monday - Friday; 10:00 am - 4:00 pm Saturday and Sunday. (After hours, a message recorder is available).

Disability Awareness Program for High Schools

MAINSTREET is a disabilities awareness program which attempts to increase high school students' understanding and awareness of persons with disabilities. MAINSTREET consists of five 45-minute in-class demonstrations and was developed by the New York Office of Mental Retardation and Developmental Disabilities Bureau of Public Education. Contact: MAINSTREET, NYS Office of Mental Retardation and Developmental Disabilities, Albany, NY 12234.

## NORTH CAROLINA

### Family, Infant and Preschool Program (FIPP)

The FIPP Program is an early intervention program serving youngsters with handicaps (from birth to age six) and their families. FIPP offers written materials, workshops, and information about Parent Programs in North Carolina. Write: Janet C. Weeldreyer, Community Resources Coordinator, Family, Infant and Preschool Program, Western Carolina Center, Enola Road, Morgantown, NC 28655.

### Project SUNRISE

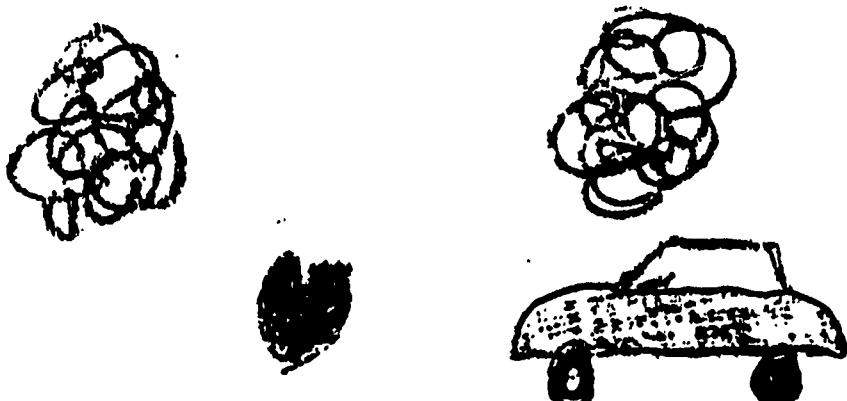
Project SUNRISE is a model demonstration program designed to teach parents to operate preschool cooperatives for their handicapped children. Write: Project SUNRISE, Family, Infant, and Preschool Program, Western Carolina Center, Enola Rd., Morgantown, NC 28655.

## NORTH DAKOTA

### Harmony House

Harmony House is a public school-supported residential program in the Devil's Lake area for severely emotionally disturbed youth. Students attend a special class at the local high school and some are enrolled in outside classes as determined by the Individual Education Program (IEP). The goals and objectives from the IEP are utilized in the total treatment plan in the classroom and in Harmony House.

The behavioral program includes utilization of the positive peer culture system (PPC), which was developed by Harry Vorrath. This is a group process designed to help students eliminate negative behavior and replace it with behavior that is more socially acceptable.



New Out-Looks House

This is a live-in program for educable mentally handicapped high school students of the North Dakota Lake Region. Students learn vocational skills and actually work at a job during the school year. Local employers cooperate by providing jobs and hours that are appropriate for individual needs. The program works well in this rural setting, as many school districts are too small to operate such a special individualized program. Over twenty surrounding school districts help in supporting this project.

For more information on New Outlooks House or Harmony House, contact: Don Boehmer, Lake Region Special Education Cooperative, Devil's Lake, ND 58301; (701) 622-5036 or (701) 622-3479. (This vignette was adapted from a SpecialNet message produced by the National Information Clearinghouse on Handicapped Children and Youth, and a newspaper article submitted by Don Boehmer.)

**OHIO**

Ohio Resources

The West Central Ohio Special Education Regional Resource Center publishes an information and resource booklet for parents and school personnel. The booklet includes teaching suggestions, ideas, and addresses of special education organization resources. Contact: West Central Ohio SERRC, RR 6 North Dixie Highway, Wapakoneta, OH 45895; or call (419) 738-9224.

Ohio Parent/Education Team

The Ohio Coalition Parent/Education Team Training Project is designed to provide and maintain the partnership among school personnel and parents in need of special education services through the establishment of a statewide parent/education team training network. Contact: Margaret Burley, Director, 933 High St., Suite 200-H, Worthington, OH 43085.

Training for Respite Care

"Time for Me" is a project of the Mid-Eastern Ohio Special Education Service Center, Kent State University, First Chance Project, and the Akron United Cerebral Palsy Association. The project has trained hundreds of respite care-givers and has provided thousands of service hours to families in surrounding counties. The training program includes 20 hours of in-class instruction and 20 hours of supervised training and experience with handicapped children and adults. An outreach worker runs a family/care-giver referral system, and a training coordinator recruits and educates respite workers. For more information, contact: Janet McPeak, Coordinator, Project Time for Me, 318 Water Street, Akron, OH 44308; (216) 376-6041.

Dear Editor:

The inclusion of the information on child abuse in the ACRES Newsletter was very appropriate and timely. This problem of abuse has grown to almost epidemic proportions in many areas of our nation.

There are several ways to combat this problem that we have tried in our rural areas.

1. Members of the local children's services and I volunteer informational talks and displays to church groups, school children, college students and teachers..
2. Tim Dransfield, a social worker in the area, uses a clown routine to inform children about abuse. He is very effective.
3. The Athens Jaycees are preparing a media awareness program that will involve radio, TV spots and displays in the local stores and gathering places.
4. Through the university, I conduct workshops for teachers regarding their roles in preventing and/or dealing with child abuse.

The need for action is great and as mentioned in your newsletter - people must work together.

I am willing to share future information on any of the ideas mentioned in this writing.

Sincerely,

Barbara Reeves, Ed.D.  
College of Education  
Ohio University  
Athens, Ohio 45701

#### **PENNSYLVANIA**

##### Improved Day Care for Handicapped Preschoolers

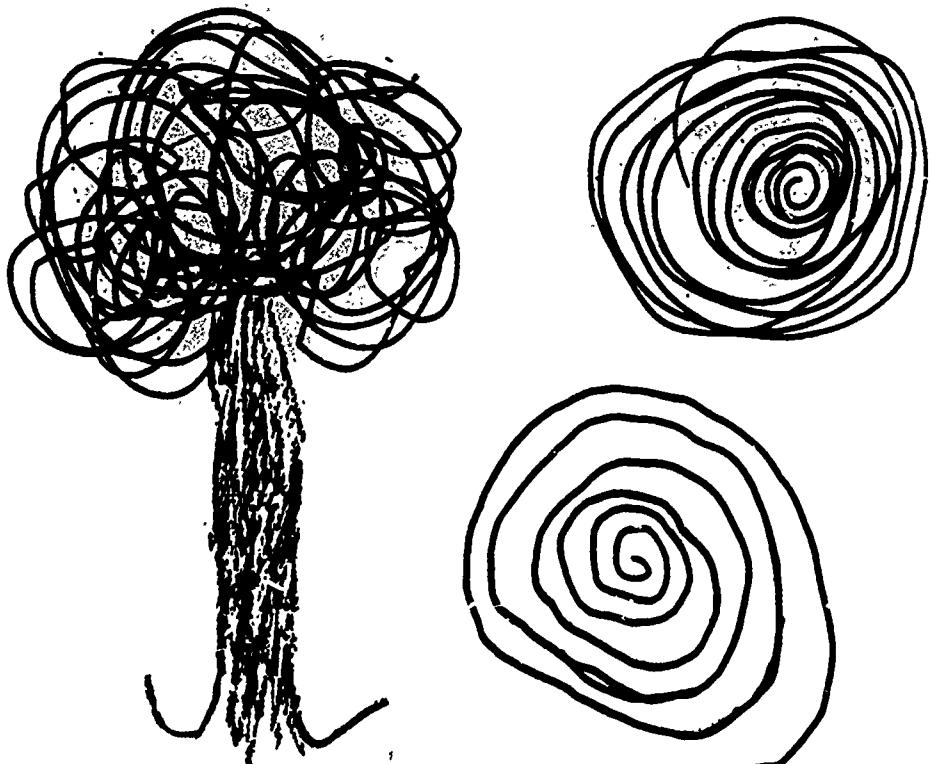
Pennsylvania State University recently received a grant from the State Education Department to train parents of special needs children and the operators of family day care centers for the nonhandicapped to assist handicapped preschoolers. Susan Kontos, Project Director, hopes to establish a program that can be duplicated in other rural areas. (No address available.)

**TENNESSEE**

The Johnson County School District in Mountain City, Tennessee, participated in the Child Check Program. The program was designed to increase awareness of handicapping conditions in the 83 percent of the county's population who live in small farming communities and in the mountains. Before the program, Child Find had been reaching only the 17 percent of the population who reside in the county seat. Materials and media were adapted to accommodate audiences of varying sizes and interest levels. Due to the small size of communities, many persons were exposed to the same information more than once, which strengthened the impact of the information. Interagency cooperation increased each organization's feeling of ownership. Subsequently, 20 to 25 percent of the screening resulted from the Child Check efforts. For more information, contact: Ann Hampton, Director of Special Education, Johnson County Public Schools, Mountain City, TN 37683.

**UTAH**

The implementation of a service delivery model by Utah State University for severely disabled, homebound students in rural area incorporates low budget program design and limited use of professionals and hardware. The Telepac Project also provides access to university library and curriculum resources, and the employment of local problem monitors (LPMs) to coordinate the program and to check student progress. For more information, contact Alan M. Hofmcister, Exceptional Child Center, Utah State University, Logan, Utah 84321.



**VERMONT**

**Providing Services for Rural Students With Multiple Disabilities**

Since 1976, Vermont's Interdisciplinary Teams for Intensive Special Education (I-Teams) have assisted local school districts in the delivery of special education to multi-handicapped (MH) students. An appropriate education for MH students demands a multidisciplinary approach, including specialists in nonverbal communication systems, physical and occupational therapists skilled in pediatrics, specialized physicians in developmental disabilities, and master teachers of the multiple-handicapped who serve as consultants. Funding for such a team has made these services available to every school district in Vermont.

The I-Team also assists local educators in the development and implementation of IEPs for MH students. The I-Team assists educators in solving day-to-day problems related to program implementation. In addition, they offer counsel in choosing appropriate assessments, setting learning objectives, selecting and developing instructional materials, sequences, and strategies.

For more information, contact Lu Christy, University of Vermont, 499-C Waterman Building, Burlington, Vermont 05401; (802) 656-4031. For more information at the state level, contact Mark Hull, Chief of Special Education, Department of Education, State of Vermont, Montpelier, Vermont 05602; (802) 828-3141.

**Services for Rural Families**

Volunteers for families is a program to train volunteers within the community to advocate for, coordinate, and provide services to families of individuals with developmental disabilities. Contact: Jacque Thousand or Mary Ellen Seaver-Reid, State Office, 499 C Waterman Building, University of Vermont, Burlington, VT 05405.

**VIRGINIA**

**Parent Educational Advocacy Training Center**

This organization helps parents become effective advocates for their children through training programs and consultation services. Contact: Parent Educational Advocacy Training Center, 228 South Pitt Street, Room 300, Alexandria, VA 22314; (703) 836-2953.

**WASHINGTON**

**Parent Community Relations Project for All Handicapping Conditions**

The Washington State Parent Community Relations Project contains a wealth of resources for those involved with special education. Materials that are available at no cost include:

- Parent's Guide to Special Education
- Washington State Parent Manual
- Parent Advisory Council Material
- Rules and Regulations
- Brochures on Learning Disabilities, Preschool Children's Needs, and Transition Programs.

Information on legal and educational rights, and current legislative issues are also provided. The Project presents workshops on special education and assists with the establishment of support groups. Contact: Barbara Pattison-Lehning, Project Director, 4160 86th Avenue S.E., Mercer Island, WA 98040; (206) 233-3396. (An excellent and highly recommended resource).

**Parent to Parent of Snohomish County**

Parent to Parent of Snohomish County has empathetic parents who have been trained to match with another parent with similar experiences. They are available to help parents through their time of need whether it be diagnosis, hospitalization, ongoing care of their child or just need of a friend. Call: Colleen Webb, (206) 668-3275.

**Pierce County Parent-to-Parent**

The purpose of the Parent-to-Parent program in Pierce County is to provide emotional support and information to parents who have learned their child is handicapped. For more information, write to: Betty Johnston, 402 Tacoma Ave. S., Suite 100, Tacoma, WA 98402; or call (206) 383-2646.

**Fathers Group in Seattle**

For Fathers Only is a program in which a father can share information and feelings with others about fathering a handicapped child. Part of the evening includes activities that promote father/child interaction. The program has been very successful. Contact: Greg Schell, 4712 33rd N.E., Seattle, WA 98105; (206) 525-0809.

The Troubleshooters

The Washington State Protection and Advocacy System for People with Disabilities, or "The Troubleshooters", provides statewide advocacy and protection to handicapped persons, and their families. Write: The Washington State Protection and Advocacy System, 1600 West Armory Way, Seattle, WA 98119; (in Washington) (206) 284-1037; (toll free out of state) 1-800-562-2702.

King County Advocates for Retarded Citizens (ARC) Supporting Grandparents Program

A core of sensitive, trained "helping grandparents" are available to offer mutual support to grandparents of newly diagnosed handicapped children. These special volunteer grandparents understand what it is like to have a grandchild with special needs. Helping grandparents are trained to offer support and assistance to new grandparents. Grandparent workshops are held, and a grandparent newsletter is published. Contact: King County Advocates for Retarded Citizens, 2230 Eighth Ave., Seattle, WA 98121 or call Patricia Condie at (206) 622-9324. (All services are free of charge.)

Special Sitters Project (SSP)

The Seattle King County Camp Fire Council sponsors the Special Sitters Project. In this program, young people ages 13 to 16 learn to care for children who have developmental disabilities. Direct experience with children and parents is an integral part of training. The program has been highly successful and is being duplicated in other Camp Fire Councils. Contact: Camp Fire, Seattle King County Council, 8511 15th Northeast, Seattle, WA 98115; (206) 524-8550.

Employment for Disabled Workers

The I.M.A. (The International Association of Machinists and Aerospace Workers) is developing a system to prepare jobs for the disabled, including career development, supportive skill training, job modification, job placement and follow-up. Contact: Northwest Information Systems, 407 14th Avenue S.W., Puyallup, WA 98371; (206) 848-6661, ext. 1118.

**WISCONSIN**

Citizen Advocacy of Washington County, Inc.

This group recruits and trains volunteers (usually parents) to assist parents who are having problems or concerns in obtaining special education for their child with special learning needs. Contact: Sue Moser, 551 Silverbrook Dr., West Bend, WI 53095.

Association for Retarded Citizens - Washington Council  
c/o Ted Thomas, President

1308 W. Decorah Rd.  
West Bend, WI 53095

Association for Retarded Citizens - Germantown  
c/o Margaret Bell

115 E. Lake Rd.  
Colgate, WI 53017



#### IV. NATIONAL ORGANIZATIONS AND HOTLINES

##### ACRES (American Council on Rural Special Education)

ACRES is an organization concerned with the problems of rural students needing special services.

ACRES works to: 1) improve services to individuals with disabilities and agencies serving such persons, 2) initiate and support interagency efforts to increase educational opportunities for rural handicapped and gifted students, 3) serve as an advocate for rural special education at the federal, state, regional, and local levels, and 4) develop and implement a system for forecasting futures for rural special education and to plan creative service delivery alternatives.

In 1984, ACRES developed task forces which work on specific issues according to the interests and fields of expertise of the members involved. Among these is the ACRES Rural Family-Professional Partnerships Task Force. Two of its goals are to promote better communication and cooperation among parents and professionals and to identify resources for rural families (see the last two pages for further information).

ACRES also hosts an annual national conference, implements an electronic "Rural Bulletin Board," publishes a quarterly rural special education newsletter, and offers rural jobs services and other benefits.

Membership dues are \$20 per calendar year (\$10 for parents of children with disabilities) and may be paid by check, money order, or a purchase order. For further information write: ACRES, Western Washington University, Bellingham, WA 98225; (206) 676-3576.

##### The Council for Exceptional Children (CEC)

CEC is a national organization that works to enhance the lives of handicapped individuals. Members include administrators, teachers, parents, therapists, students, and other interested persons. The organization publishes two journals which are sent to all members. For a membership application or further information, write: The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091.

National Parent CHAIN

National Parent CHAIN is a volunteer organization whose purpose is to establish a national information and education network for handicapped citizens and their families. CHAIN develops information networks in states requesting assistance and links parent groups together for information exchange, among other activities. Contact: National Parent CHAIN, Coalition for Handicapped Americans Information Network, 515 West Gilles Lane, Peoria, IL 61614.

National Self-Help Clearinghouse

The National Self-Help Clearinghouse can provide information about groups in your area, as well as books and pamphlets on how to start a group of your own and what to look for in a group you join. For further information, contact Audrey Gartner, National Self-Help Clearinghouse, CUNY Graduate Center, 33 West 42 St., Rm. 1227, New York, NY 10036.

Organization Provides Support For Little People

Little People of America (LPA), Inc., is dedicated to helping people of short stature. LPA provides fellowship, moral support, and helpful information to individuals in accepting the unique challenges of being a little person.

The "teen years" largely determines an individual's potential as an adult. In order to cultivate this potential, LPA has a program for teenagers. Through mutual understanding and personal contact, teens provide encouragement and support for each other. Employment, continuing education, social attitudes, marriage, and family counseling are natural concerns for LPA young adults. Recognizing that short stature is of concern to the family, participation of the family is also encouraged.

A national newsletter, LPA Today, is published periodically during the year. A booklet entitled My Child is a Dwarf is of special interest to parents of dwarf children. It contains information and answers to frequently asked questions about their child's development. For more information, contact: Little People of America, Inc., P.O. Box 633, San Bruno, CA 94066.



Brochure Available: "Protect Your Disabled Child"

Missing children are a tragic problem for families in both cities and rural areas. Disabled children are an especially vulnerable population. The safety of all children is a problem that demands the attention of each one of us.

The Office of Special Education and Rehabilitative Services, U.S. Department of Education, has joined with ACTION, the national volunteer agency, to support child safety through the promotion of Child Safety Days. As part of this support, the Rehabilitation Services Administration and the Office of Special Education Programs have produced a brochure which provides general information on child safety as well as information for parents of disabled children. Multiple copies of this brochure are available from ACTION. The title of the brochure is "Protect Your Disabled Child."

Additional training programs have been developed to assist disabled children and parents with the problem of missing children:

Self Protection for  
the Handicapped  
514 5th Avenue West  
Kirkland, WA 98033  
(206) 827-6313

Child oriented curriculum  
on self-protection for moderately retarded students.

Disabilities Project  
Seattle Rape Relief  
1825 South Jackson  
Seattle, WA 98144  
(206) 325-5532

Training program and dissemination of information on sexual abuse of persons with disabilities.

Pacer Center  
4826 Chicago Ave. South  
Minneapolis, MN 55417-1055  
(612) 827-2966

Awareness program about child abuse for elementary school children with disabilities.

Also, The Exceptional Parent Magazine (September, 1984) published an excellent article entitled "Child Abuse: The Best Kept Secret." They have also listed numerous resources. For more information regarding the "Child Safety Brochure" or the "Child Safety Program Handbook," contact: ACTION, Child Safety Program, Washington, D.C. 20525; (800) 424-8867.



For Siblings of Persons with Disabilities

The Sibling Information Network, currently serving 400 members, has been formed to help parents, siblings, practitioners and researchers who are working on projects to help siblings of disabled persons. The network publishes a quarterly newsletter and serves as a clearinghouse for material on this topic. Projects including technical assistance and research on siblings are planned. Membership is \$5.00 per year. Contact Thomas Powell or Clare Lindsey, The Sibling Information Network, Department of Educational Psychology, Box U-64, The University of Connecticut, Storrs, CT 06268

A New Initiative for Disabled Youngsters

A new program of the Office of Special Education and Rehabilitative Services (OSERS) will train teachers of children with disabilities to detect and prevent child abuse and neglect. OSERS Assistant Secretary, Madeleine Will stated at the September 23 signing ceremony, "We know that handicapped children are a greater physical and emotional burden (for parents); especially when there aren't enough support services." The project will involve abuse/neglect of disabled children ages 5 through 8. Training materials for public school teachers and officials will be developed from a child abuse and neglect program designed for Head Start. In addition, the project will tap the services of six Resource Access Projects (RAPs), which provide assistance to Head Start programs serving disabled children. For further information, contact Mrs. Madeleine Will, Office of Special Education and Rehabilitative Services, Switzer Building, C Street, S.W., Washington D.C. 20024; (202) 245-0651.

The Portage Project is a home teaching program serving multi-categorical handicapped children from birth to six years of age. The Project is funded by the Office of Special Education Programs (SEP) and the National Diffusion Network (NDN) of the Office of Education to provide training and technical assistance to early childhood programs throughout the country. The program provides a home teacher, weekly, to each family to aid parents in:

- \*Assessing the child's present skill level in five developmental areas;
- \*Targeting emergency skills;
- \*Helping them to develop skills necessary to teach their own children;
- \*Defining appropriate teaching techniques; and
- \*Evaluating the child's performance.

Additional information may be obtained by writing or phoning: Vic Barth, On-Site Workshop Coordinator, Portage Project Outreach, 626 East Slifer, Portage, WI 53901; (608) 742-8811.

National Information Center for Handicapped Children  
and Youth (NICHCY)

This is an excellent resource for parents. The following materials are provided free of charge.

- State Sheets: Names and addresses of public agencies and other state-wide groups concerned with handicapped children and youth.
- General Information: Organizations and publications that provide general information about handicapping conditions and related services.
- Fact Sheets On Specific Disabilities: Descriptions of conditions, statistics on prevalence, educational implications, and references and resources for further information.
- Legal Information: Fact sheets on the rights of children with handicaps, primarily related to education.
- Parent Information: Information on direct services for children, advocacy and parent support groups, and accepting a child's handicap.
- Teacher/Parent Information: Fact sheets on implications for teaching children with specific handicaps, attitudes and expectations, the teacher/parent relationship, classroom management, and sources of teaching materials and other information.
- Student Information: A packet that includes brief descriptions of careers in special education and related services, locations of personnel preparation programs, and sources of financial aid.

For more information, write: National Information Center for Handicapped Children and Youth, P.O. Box 1492, Washington, D.C. 20013.

SKIP (Sick Kids Need Involved People, Inc.,)

SKIP, Inc. is a national non-profit volunteer organization open to anyone interested in helping technology-dependent children and their families. SKIP serves children who would suffer death or severe damage if technological services (i.e., respirators, dialysis machines, etc.) were interrupted. Membership in SKIP involves parents, doctors, health care professionals, lawyers, funding sources, educators, and medical/hospital teams. SKIP has started a quarterly newsletter. Contact: SKIP, Inc., 216 Newport Drive, Severna Park, MD 21146; (301) 647-0164.

Foster Grandparent Program

One of the most poorly used resources in our society is our older citizens. In rural communities these people are even more isolated by distance and by the rapid change in attitudes. The Foster Grandparent Program (FGP), part of ACTION, is a program designed to bring older people back into useful roles in our world. School administrators and special educators have the opportunity to help these people while helping themselves. FGP can bring volunteers into the school where they can provide emotional support and individual counseling to encourage children's progress in development. FGP are trained individuals over 60 years of age who can work up to 20 hours per week. For information about FGP nearest you, call toll free (800) 424-8580.

Dental Resources

If you need information or help in locating a dentist who works with the disabled, several groups may be of help.

Academy of Dentistry for the Handicapped, and  
National Foundation of Dentistry for the Handicapped  
1726 Champa, Suite 422  
Denver, CO 80202  
(303) 573-0264

American Academy of Pedodontics  
211 East Chicago Avenue, Suite 1235  
Chicago, Illinois 60611  
(312) 337-2169

American Dental Association  
Bureau of Health Education and Audiovisual Services  
211 East Chicago Avenue, Suite 1648  
Chicago, IL 60611  
(312) 440-2593

American Society of Dentistry for Children  
211 East Chicago Avenue, Suite 920  
Chicago, IL 60611  
(312) 943-1244

Dental Council for Cerebral Palsy  
Professional Services Program Department  
United Cerebral Palsy Association, Inc.  
66 East 34th Street  
New York, NY 10016

Your local dental society. (Check in your phone book or write to the American Dental Association for the address of the dental society near you.)

Other References

Association of Birth Defective Children  
3526 Emerywood Lane  
Orlando, FL 32806 (305) 859-2821  
Attn: Ms. Betty Mekdeci

National Linkage Network for Chronically Ill or Disabled Children  
(links children with proper educational, medical and support services). Call toll free 1-800-922-1107.

Closer Look's TEENLINE for individuals with questions on the learning disabled. Monday-Friday, 10:00 am - 4:00 pm, call toll free 1-800-522-3458.

National Office which administers the Protection and Advocacy Systems for the various states: Administration on Developmental Disabilities, Department of Health and Human Services, Rm 340E, Humphrey Building, Washington, D.C. 20201.

National Center for Missing and Exploited Children:  
Toll free 1-800-843-5678  
1835 K Street, N.W.  
Washington, D.C. 20006

American Foundation for the Blind. Toll-free 1-800-638-7518. Call for resources for families and professionals serving the visually impaired and direct services for those with visual impairments; also, job opportunities for the blind.

New York State Office of the Advocate for the Disabled sponsors a 24-hour hotline that provides information on legal rights in the areas of accessibility, education, employment, transportation, etc. Call toll free 1-800-522-4369.

Aging-Out Hotline: A toll free hotline for parents of mentally retarded, emotionally disturbed and developmentally disabled young adults is now in operation. The hotline will help families whose handicapped youth reach age 21 and need assistance or services for the future. The hotline number operates during the hours of 9:00 am - 5:00 pm (Eastern Standard Time) on weekdays. 1-800-522-3013.

New York State Child Abuse & Neglect Reporting Hotline: This toll-free number will connect you with someone who will initiate a local investigation within 24 hours. You may report anonymously and do not need to prove your allegations. You may act on reasonable suspicion. 1-800-342-3720.

Seattle Rape Relief - Developmental Disabilities Project  
c/o Yvette Parr  
1825 South Jackson, Suite 102  
Seattle, Washington 98144

Self Protection for the Handicapped  
Charlene Behrns and Gary L. Fisher  
Kent Public Schools  
12033 S.E. 256th  
Kent, Washington 98031

Cancer Information. Toll free 1-800-462-1884

Child Abuse. Toll free 1-800-342-3720

Cystic Fibrosis. (301) 881-9130

Diabetes Information. Toll free 1-800-227-6776

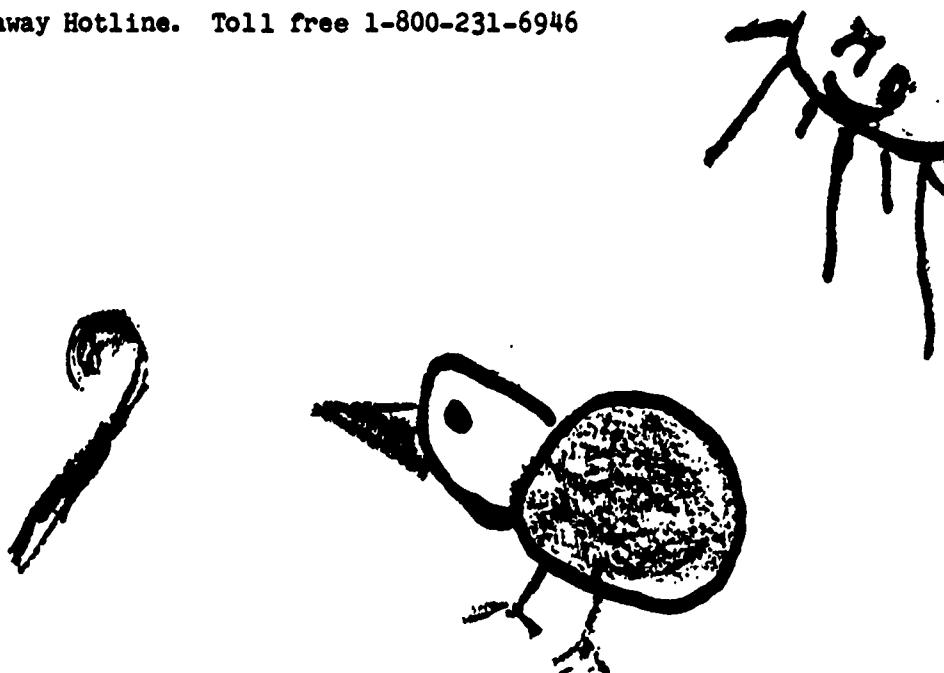
Handicapped Advocate for the Disabled. Toll free  
1-800-522-4369

National Health Information Hotline. Toll free 1-800-336-  
4797

(Information on many health help services available.)

National Autism Hotline. Provides advocacy for parents and  
professionals working with and for persons with autism;  
provides technical assistance in autism to protection and  
advocacy systems. Ruth Sullivan, Director, National Autism  
Hotline, 101 Richmond St., Huntington, WV 25702; (304) 523-  
8269, or (304) 525-8014.

Runaway Hotline. Toll free 1-800-231-6946



## V. ACRES RESOURCE EXCHANGE

The Acres Resource Exchange is designed to help rural parents and professionals share resources with others. If you find a resource that you would like in the "Offering" column, write to the contact person who is offering it. If you have information that you can share with someone who is "Requesting" it, please do so. Please send a copy of your "sharing" letter to the ACRES office (Western Washington University, Bellingham, WA 98225), so that we will be able to update this resource directory.

<u>Contact Person</u>	<u>Offering</u>	<u>Requesting</u>
Peggy Birchard RD #1, Box 229 G Brackney, PA 18812		Names and information on parent resources in PA (very near the New York border).
Pat Burns 1225 E. 11th Place, Casa Grande, AZ 85222	Information about successful recreation programs serving handicapped children and their families in a rural university community; suggestions for training student leaders. Information about the ACRES Family-Professional Partnerships Task Force	Lists of needs, programs, etc. that exist for rural parents. Suggestions, ideas, information, etc. that you may have for the ACRES Family-Professional Partnerships Task Force.
Debbie Davis Coalition for Handicapped Children's Education (CHANCE) 3015 Heights Drive Reno, NV 89503	Information about a Nevada Parent-Professional Conference, where special education administrators had to bring at least one parent to the meeting. Through this, one (or more) contact parents for each district was identified. Also, information about CHANCE.	
Linda Esterling Meyers Children Rehabilitation Institute Project 444 South 55th St. Omaha, NE 68131	Information about the Nebraska Pilot Parent Project.	

<u>Contact Person</u>	<u>Offering</u>	<u>Requesting</u>
Becky Farrell P.O. Box 299 Willard, OH 44890		Suggestions on where to find appropriate toys for developmentally delayed children.
Mrs. Kathy Filipo Box 341 Pacific City, Oregon 97135		Information on starting support programs for learning disabled youth and parents in rural communities.
Patsy Fordyce Arkansas Coalition for the Handicapped 701 West 7th St. Little Rock, AR 72201		Statistical information on needs for parent training in rural areas.
Patti Gilbert, Coordinator Project PAVE Family, Infant, and Preschool Program, Western Carolina Center 200 Enola Rd. Morgantown, NC 28655	A manual on Volunteers in Preschool Settings.	
Mary Rita Hanley Toomey Building Box 208 Wochland, PA 19480	Information about the Pennsylvania Association for Children with Learning Disabilities (This organization serves 27 counties and provides legal, rights, evaluation and placement information).	Public awareness programs; information on available resources and materials from parent training projects. Suggestions for distributing information about programs and legal rights to rural parents.
Yvonne Hobbs RD #1 Nichols, NY 13812		Information about existing support and recreation programs for learning disabled teens; information on any existing Big Brother/Big Sister Program for kids with learning disabilities.

Contact Person  
 Ramona Hodges,  
 Coordinator  
 2917 King St.  
 Jonesboro, AR 72401

Kay Lambert  
 7700 Chevy Chase Dr.  
 Suite 300  
 Austin, TX 78752  
 1-800-252-9108

Rita Mantz  
 337 West First St.  
 Russell, KS 67665

Thomas Murray  
 3333 Vine St.  
 Suite 604  
 Cincinnati, OH 45220

Jean Nash  
 Utah Parent Information and Training Center  
 4984 South 300 W.  
 Murray, UT 84107

Judie Ritchie  
 Rt. 1 Box 201  
 Keezletown, VA 22832

Offering

Information about the Rural Arkansas Parent Training Program (they work to implement IEP skills in the home); also CHIPS (Children Handicapped in Public Schools) Program.

Information on the Education Resource Network, a training, networking and support project for parents of children in special education in Texas.

Currently developing a manual on how to set up a home behavior management system which incorporates getting kids to do homework, help on setting up a tutoring system, and how to integrate the home system into whatever school program is being used with the child. (Should be available in Spring 1986).

Information on legal rights and responsibilities, and Parent/Professional Association for Valley Education, Inc. (PAVE).

Requesting

Information about other parent projects and their models for intervention.

Suggestions for developing a handout discussing common problems of parents of handicapped students in rural areas.

Information on starting recreation programs for the handicapped in high schools.

Information on rural resources for parents in central Kentucky; suggestions and ideas for beginning parent programs in rural areas.

Need suggestions for providing support to rural parents who have been through our training and would like to serve as volunteers in their communities. Are there any suggestions beyond telephones and newsletters? Would like information on what educators want from parents in close-knit communities.

Information on legal trends in special education (specifically, the number of due process hearings, school system use of attorneys); successful language programs for preschool kids who have Down's Syndrome.

<u>Contact Person</u>	<u>Offering</u>	<u>Requesting</u>
Sandra J. Rozek Box 64 Maine, NY 13802	Positive subjective results in the area of motivation in infants and small children; information on compiling infant stimulation materials.	Information and materials to be used for stimulating cognitive development in preschool-aged children and toddlers, specifically: The Timmerman Method in Australia, instrumental enrichment from Feuerstein in Israel (geared down to younger children), etc.
Lori Salvi, Parent Information Center P.O. Box 1422 Concord, NH 03301	Educational Advocacy Training for rural individuals in northern N.H. (We have a very successful program and would like to share information with others; Educational Advocate Training Manual which includes a definition of the roles and responsibilities of an advocate, legal issues, information about handicapping conditions, etc.)	Ideas and/or programs that have worked in rural areas.
Lorna C. Shafer Box 42 Killawog, NY 13794		Babysitter(s) and suggestions for getting babysitters for rural handicapped children; would like to be in a parent support group in my area. (40 mi. east of Ithaca, NY).
Dr. W.C. Shellhart Dept. of Growth and Development University of Colorado School of Dentistry 4200 E. 9th Ave. Box C284 Denver, CO 80262		Suggestions, information, feelings guidelines, etc., which relate to the use of restraints in dental patient care. The Academy of Dentistry for the Handicapped is in the process of reviewing guidelines for the use of such restraints.
Sue Sorrell, TIPP 4750 McWillie Dr. Suite 101 Jackson, MS 39206	Information about workshops on: The Laws; The IEP; Communications; Behavior Management; and Transitions.	Information about videos and films on special education laws; list of organizations who have funds to provide transportation to families.

<u>Contact Person</u>	<u>Offering</u>	<u>Requesting</u>
Mrs. Edeltraut Thiele RD #1 Box 14 Ft. Kent, ME 04743		Information on prevocational and vocational programs (particularly for girls).
Louise M. Thieme 240 Haymeadow Dr. York, PA 17462	Information about the Parent Education Network (PEN) and PEN workshops.	Strategies for increasing parent involvement.
David W. Tracy Berne-Knox-Westerlo Central Schools Berne, NY 12023		Models that promote parent/school partnership in education.
Patricia Vadasy Experimental Education Unit WJ 10 Child Development and Retardation Center Seattle, WA 98195 (206) 543-4011		We are compiling a directory of information and service resources for families with handicapped children. If you have an up-to-date listing of names and addresses of agencies (private, advocacy, federal), please contact me.
Wyoming Catastrophic Information Network, Inc. P.O. Box 662 Cheyenne, Wyoming 82003		Information about social services (federal, state, county), medical grants and research hospitals; transportation; information on medical associations and societies. We are building an information sharing network which will provide informational resources to persons with catastrophic illnesses.

## VI. LITERATURE AND FILMS

### A. Resources for Parents

#### Parent to Parent National Project

University Affiliated Facility; University of Georgia  
850 College Station Rd.  
Athens, GA 30610; (404) 542-6629

A good support system for parents who have just found out they have a handicapped child. "How to's" on starting a program in your area.

Reaching Out to Parents of Newly Diagnosed Retarded Children, by Jeff Bassin and Diane D. Kreeb. Write: St. Louis Association for Retarded Children, 1240 Dautel Lane, St. Louis, MO 63141; (314) 569-2211. Price: \$1.50. (Very good, easy to read.)

The Parent's Campaign for Handicapped Children and Youth, 1201 16th St. NW, Washington, D.C. 20036; (202) 822-7900 has a number of publications of interest to parents.

A Primer for Parents of Handicapped Infants (booklet), Lawren Productions, Inc., P.O. Box 666, 12121 Pinewood Rd, Mendocino, CA 95460.

Parents Together - A resource manual for the Parents Educational Advocacy Center. Call toll free 1-800-662-7030. Ask for the Governor's Advocacy Council and request this book.

#### Free Brochures

"Horseback Riding Program" is a brochure which describes a program for persons with disabilities. To request your free copy, contact: Karen Holman, State 4-H Office, 405 Administration Building, Penn State University, University Park, PA 16802; (814) 865-4700.

"Arts Activities Handbook" is for teachers of children with profound and severe handicaps. To request your free copy, contact: Betty Boysen, FDLRS Big Cypress Associate Center, Collier Public Schools, 3710 Estey Avenue, Naples, FL 33942; (813) 774-3460.

#### Fundraising

The Grassroots Fundraising Book (1982 edition) by Joan Flanagan details every aspect of grassroots community-oriented fundraising. This revised edition by a recognized expert on organizational self-sufficiency is helpful to beginning and advanced fundraisers. Available for \$8.95 from Rural America, 1302 18th Street, N.W., Washington, D.C. 20036; (202) 659-2800.

A Guide to Post-Secondary Educational Opportunities for the Learning Disabled

The above publication is a reference source for the learning disabled seeking higher education. It is also designed for teachers, counselors, and social workers who work with students who are learning disabled.

This directory describes services and modifications at 155 schools. They are arranged according to the state and the service type. The listings range from schools with comprehensive programs to those with learning labs and learning disabilities specialists to those providing individualized instruction. Also described are support services, admission/graduation modifications, and coursework modifications for the learning disabled.

The guide was written by Dian M. Ridenour and Jane Johnston after a survey of schools concerning their services and modifications. The cost is \$12.00 and should be sent to: Time Out to Enjoy, Inc., 715 Lake Street, Suite 100, Oak Park, Illinois 60301; (312) 383-9017

The Baby Book

The staff of the John F. Kennedy Child Development Center developed "The Baby Book" for the Colorado Department of Education to distribute free of charge to mothers in local hospital obstetric wards. "The Baby Book" is designed so that for each stage and age selected, pictures and notations written in English and Spanish demonstrate cognitive, emotional, self-help, and other critical developmental milestones. The intent is for parents to use the book at home viewing the acquisition of certain skills or developmental capabilities of infants in the book and comparing their infant's status with that of those pictured. The book is multicultural in its pictorial composition. For further information on "The Baby Book", contact Brian McNulty, Supervisor, Colorado Department of Education, Denver, Colorado 80203; (303) 866-5319.

Guide to Technical and Financial Assistance

The Rural Resources Guide lists private and public technical and financial assistance that is available nationally. Organized by topic, it lists the type of assistance, including addresses and phone numbers. The 250-page volume is available for \$12.00. To order your copy of "The Rural Resources Guide", contact: Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.

Art Research Reviewed

A Review of the Published Research Literature on Arts and the Handicapped: 1971-1978 is an 88-page review of research on the arts with disabled populations. Each piece of research literature is summarized; initial hypothesis, methodology and results are described. The research projects include art activities both in the area of visual arts and performing arts.

The cost of this publication is \$5.00. For more information, contact: The National Committee - Arts for the Handicapped, John F. Kennedy Center for the Performing Arts, Washington, D.C. 20566; (202) 254-3774.

Free Newsletter for Grandparents of Children with Developmental Disabilities

The King County (Washington) Advocates for Retarded Citizens is publishing a free newsletter with information on topics of interest to grandparents of children with developmental disabilities. The newsletter, which is part of a two-year program providing support to grandparents, is written and edited by grandparents. In addition to providing a forum for grandparents to share their concerns and personal experiences relating to life with a developmentally disabled grandchild, the newsletter offers current and helpful information on many other subjects such as legislation affecting the disabled, medical, educational and therapeutic programs, recreational activities, respite care, books and toys, and estate planning. The newsletter is funded through a grant from the U.S. Department of Education, Office of Special Education and Rehabilitative Services. For your free subscription to Grandparents Newsletter, contact: Grandparent/King County ARC, 2230 Eighth Avenue, Seattle, WA 98121; (206) 622-9292.

Brothers and Sisters: A Special Part of Exceptional Families

This book, written by the founders of the National Sibling Information Network, covers the most critical issues concerning the siblings of handicapped persons. In addition to answering questions about emotional needs and concerns of siblings, the book also relates frustrations and successes of parents, professionals, and brothers and sisters. Written by Thomas H. Powell, Ed.D., and Peggy A. Ogle, Ph.D., this book is available for \$16.95. For information on a 30-day free trial approval, contact: Brookes Publishing Company, P.O. Box 10624, Baltimore, MD 21204; (800) 638-3775; in Maryland call (301) 433-8100.

Inexpensive Resources Available

"Giant Steps for Steven", is a 32-page picture book which tells the story of a little boy who copes with spina bifida. Appropriate for all children. Send 50 cents to: Spina Bifida Association, 343 South Dearborn, Suite 317, Chicago, IL 60604.

Play Clay Leaflet includes a recipe for play clay and easy to follow directions for making more than a dozen crafts. Free. Send a business-size, self-addressed stamped envelope to: Play Clay, Arm and Hammer, P.O. Box 369, Piscataway, NJ 08854.

Autograph Collecting Bulletin lists the names and addresses of such heroes as Neil Armstrong, Michael Jackson, and many others. Send 50 cents to: Autograph Collectors' Club, P.O. Box 467-FC, Rockville Center, NY 11571.

How I Grow: Birth Through Five - A Guidebook for Parents. This guidebook is designed to help parents of young children understand early child development. The book encourages early identification of handicapping conditions and lists activities that parents can use to assist their children in development. Cost: \$.35; write: New York State Education Department, Publication Sales Desk, Rm. 164, Education Building, Albany, NY 12234.

Home Care for the Chronically Ill or Disabled Child by Monica Loose Jones (\$12.45 plus \$1.50 postage and handling), Harper & Row, Inc., 10 E. 53rd St., New York, NY 10022. Attn: R. Brengel. Covers meeting your child's medical, physical, educational and social needs; meeting the needs of the whole family; and handling situations in which terminally ill children are involved.

Family Films. This film series is by and for parents. Each 22 minute film (also on video) is about one of the following family topics: Expectations for our children; Feelings; Communicating; Exploring problems; Solving problems; and Letting go. The films can be bought or rented individually or as a complete series. Contact: Laura Knox, Parent Involvement Project, Box 316, Peabody College, Nashville, TN 37203.

**B. Information on Handicaps**

Information on Learning Disabilities. A brochure explaining what learning disabilities are and how parents can help their child reach his or her potential is available from the Association for Children with Learning Disabilities. Write for "What Every Parent Should Know About learning Disabilities", ACLD, 4156 Library Rd., Pittsburgh, PA 15234

Learning Disabled Children

"Plain Talk About Children with Learning Disabilities" is an article which explains characteristics of and suggestions for parenting learning disabled children. Write: U.S. Department of Health and Human Services, Public Health Service, 5600 Fishers Lane, Rockville, MD 20857.

Directory Lists Facilities and Services for the Learning Disabled. Academic Therapy Publications, Dept. CPR, 20 Commercial Blvd., Novato, CA 94947 (free, send \$1.00 for postage). This directory lists schools, camps and medical facilities alphabetically by state. Also provided is information about special services, fees, age ranges and size of the facilities.

The FCLD Guide for Parents of Children with Learning Disabilities. A state-by-state listing of resources for the learning disabled which includes schools, colleges, vocational programs, and diagnostic testing centers. To order, send a check or money order for \$5.00 to : FCLD, P.O. Box 2924, Grand Central Station, NY 10163.

No One to Play With by Betty Osman; published by Random House, 1982. About the social aspects of learning disabilities.

Learning Disabilities: A Family Affair by Betty Osman, published by Random House, 1979. Explores ways that learning disabled children can be helped at home, school, and in the outside world.

Helping Children Overcome Learning Difficulties: A Step-by-Step Guide for Parents and Teachers by Jerome Rosner. Published by Walker, 1979.

A Reader's Guide for Parents of Children with Mental, Physical or Emotional Disabilities. Write to: The Maryland State Planning Council on Developmental Disabilities, 201 West Preston St., Baltimore MD 21201.

U.S. Government Documents About Special Education

The Superintendent of Documents, a branch of the U.S. Government Printing Office, maintains an inventory of research and reference books in excess of 16,000 volumes. Many of these books address current issues pertaining to special education, as the following titles indicate:

No Easy Answers: The Learning Disabled Child  
Children With Speech and Language Impairments  
Mainstreaming Preschoolers  
Children With Orthopedic Handicaps  
Children With Hearing Impairments

For a complete list of materials related to special education, contact: Superintendent of Documents, Government Printing Office, Washington, D.C. 20402.

Learning Disability Resources

The Parents Campaign for Handicapped Children and Youth offers a number of excellent publications for and about learning disabilities. Topics include: campus access for learning disabled students, life skills, building parent and educator teams, coping with a learning disability on the job, and financial aid for college education. For more information, contact: Parents Campaign for Handicapped Children and Youth, 1201 16th Street, NW, Washington, D.C. 20036; (202) 822-7900.

A Guidebook For Parents of Children With Emotional Disorders

According to Marge and Paula Goldberg, co-directors of the Parent Advocacy Coalition for Educational Rights (PACER), this booklet was written to offer help to parents in three areas:

- 1) knowing when a child's problems should receive special professional attention;
- 2) giving an overview of the mental health profession (types of professionals and practitioners, therapists, and approaches to classifying and defining emotional disorders);
- 3) looking at the types of services and programs available in Minnesota. (This material could serve to suggest the kinds of resources people might want to inquire about in their own states.)

PACER Center is a coalition of 18 disability organizations and a training and information center for parents of children with any disability--mental, emotional, and/or learning. This booklet was written by PACER and is available for \$6.00. For more information, contact: PACER Center, Inc., Parent Advocacy Coalition for Educational Rights, 4826 Chicago Avenue South, Minneapolis, MN 55417-1055; (612) 827-2966.

Booklets Inform Parents

Parenting Preschoolers: Suggestions for Raising Young Blind and Visually Impaired Children helps parents with questions about the early development of their blind or visually impaired child. Getting Help for a Disabled Child--Advice from Parents deals with the first important decisions made shortly after the birth of a disabled child. Single copies of these publications are free from The American Foundation for the Blind, 15 West 16th Street, New York, NY 10011.

Handling the Handicapped

A Guide to the Lifting and Movement of Disabled People by the Chartered Society of Physiotherapy is full of illustrations and information. It and a film on the topic are available from ENRICH Network, 807 Capital Plaza Tower, Frankfort, KY 40601.

### C. Advocacy and Legal Rights

A Parent's Guide: The Educational Rights of Handicapped Children. This booklet includes information about the education process, parents' and children's rights, and addresses for legal or advocacy assistance in the state of Illinois. The booklet is easily readable and recommended to anyone wanting further information about the special education process. Write to: Illinois State Board of Education, 100 North First Street, Springfield, IL 62777.

How to Organize an Effective Parent/Advocacy Group and Move Bureaucracies, Coordinating Council for Handicapped Children, 407 So. Dearborn, Chicago, IL 60605; (312) 939-3513.

The Rights of Parents and the Responsibilities of Schools. Compiled by Educators Publishing Service, 75 Moulton St., Cambridge, Massachusetts 02138; (c. 1978). Contains texts of P.L. 94-142 and P.L. 93-112, Section 504, with policy interpretations, as well as answers to questions often asked about these laws and their implementations.

#### Parent/Educator Handbook

The Maryland State Department of Education has published an excellent handbook, Hand in Hand: Parents and Educators Building a Partnership. The handbook was prepared to assist parents of handicapped children when they meet in partnership with school staff to discuss their child's education needs. The handbook also includes information about federal and state law, IEP's, and terms used in special education. This resource is strongly recommended to anyone wanting to learn more about the special education process. Write: Maryland State Department of Education, Division of Special Education, 200 West Baltimore St., Baltimore, MD 21201; or call (301) 659-2000.

#### Tax Guide For Parents

Parents of handicapped children are entitled to medical income tax deductions provided "the expenses are made to alleviate your child's mental or physical conditions." Medical expenses which include certain educational, professional, or hospital services; medical treatments; lab exams and tests; equipment and supplies; medicines and drugs; transportation; and other expenses incurred to alleviate the child's mental or physical condition can be deducted.

"Tax Guide for Parents," is a free brochure that explains these deductions in detail. For more information, contact: Coordinator, Council for Handicapped Children, 220 South State Street, Room 412, Chicago, IL 60604; (312) 939-3513.

Making Democracy Real in Rural America

"A Guide to Organizing and Advocacy in Rural Areas" is a short guide to the philosophy and some of the basic techniques of rural organizing. Available from Rural America, 1346 Connecticut Avenue, NW, Washington, DC 20036; (202) 659-2800.

Alternatives: A Family Guide to Legal and Financial Planning for the Disabled

A comprehensive guide which makes the legal and financial planning process understandable for parents attempting to provide security for their disabled children. \$11.95 from First Publications, Inc., P.O. Box 1832, Evanston, IL 60204.

Parents Can Be The Key is a booklet outlining parental rights and responsibilities in special education. The IEP process, assessment and identification, and due process rights are explained. Single copies are \$1.00; 2-10 copies are \$.75 each; 11-25 copies are \$.50 ea, and 26-50 copies are \$.40 each. Pre-paid orders should be sent to PACER Center, Inc., 4826 Chicago Avenue, S., Minneapolis, MN 55417.

A Pocket Guide to Federal Help for the Disabled Person is now available from the U.S. Department of Education. The guide is designed to make the disabled individual or the parent/guardian of a disabled individual aware of the government services for which he/she may be eligible. Benefits are specifically described for blind, deaf and developmentally disabled persons along with other general benefits under Vocational Rehabilitation Education, Housing Tax Benefits and many other areas. The Guide is available through Clearinghouse on the Handicapped, Department of Education, Room 3119, Switzer Building, Washington, D.C. 20202-2319.

**D. Program Development for Parents and Children**

A Design for Developing a Program for Parents of Handicapped Children by Fran Porter. Write: Greater Omaha Association for Retarded Citizens, 3212 Dodge, Omaha, NE 68131; (404) 348-9220. Price: \$10.50 (Uncomplicated style.)

Parents Are to be Seen and Heard: Assertiveness in Educational Planning for the Handicapped by Geraldine Ponte Markel and Judith Greenbaum. Published by Impact Publishers, P.O. Box 1094, San Luis Obispo, CA 93406; (c. 1979). This is a manual to guide parents in becoming more assertive in dealing with educators and others in planning their child's education.

A Guide to 65 Tests in Special Education. Carolyn Compton, Ph.D. Published by Fearon Education of Pitman Learning, Inc., 6 Davis Dr., Belmont CA 94002; (c. 1980). This book discusses the purposes and formats of various tests, their strengths and limiting factors, and has an easy-to-read chart about each test. Recommended for both parents and professionals.

Parent Training Manual. A training manual for assisting parents in conducting local inservice sessions has been developed. The manual addresses topics such as the grief process, parent-professional partnerships, special education regulations, and collaboration between home and school. Write: The Bureau of Special Education, Pennsylvania Department of Education, Box 911, Harrisburg, PA 17126.

#### How to Organize Parents

Parents of children with disabilities can have a very strong impact on what programs will be available for their children. The problem is that most of these parents do not know their rights and do not know how to organize. Parent groups can help teach and support other parents while educating legislators and school officials on what is best and most needed for their children. How to Organize an Effective Parent/Advocacy Group and Move Bureaucracies is published by the Coordinating Council for Handicapped Children to help parents and educators move toward increasing the number and effectiveness of parent groups. For more information, contact the Coordinating Council for Handicapped Children, 407 South Dearborn, Chicago, IL 60605.

Guidelines for the Development of a Community Support Network makes suggestions for planning, needs assessment tools, successful program examples, and resources and bibliographies. \$7.00 plus \$2.00 handling from The Association for the Care of Children's Health, Central Office, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016.

Also available from the PACER Center is Parents Train Parents, a booklet for groups or individuals interested in replicating the PACER Center Program. PACER is a coalition of 18 Minnesota organizations concerned with issues affecting the disabled. It is designed to train parents to become effective partners with their disabled child's school. Cost is \$1.50 per booklet. Send to Pacer Center, Inc., 4826 Chicago Ave., S., Minneapolis, MN 55417.

Home-School Communication

SPED, Inc. has developed a series of pamphlets entitled "Special Students and Our Schools" to address communication. The pamphlets, written for parents, describe specific areas of special education, typical school program arrangements, suggestions for home training and resources for further information. Pamphlets are available for the specific learning disabled, behaviorally disordered, educable retarded, trainable retarded and gifted. Pamphlets are \$.35 each or less if bought in bulk. For more information, contact SPED, Inc., 1435 Roosevelt Street, Morgantown, WV 26505.

The magazine, The Exceptional Parent, has started a pen pal program for parents with disabled children. Parents of children with similar disabilities and needs are matched through the system so that they may receive the maximum support and understanding available from another parent with the same experience. Those interested in such correspondence should write, describing their interests, rural location, and their child's age, sex, interests and type of disability to The Exceptional Parent, 296 Boylston Street, Boston, MA 02116.

Booklet on Education for Gifted Students

Rural districts have distinct problems serving small numbers of gifted students. A booklet has been prepared which describes characteristics of gifted students and provides other information relevant for parents and teachers. Parents are given tips on home management, educational decisions, and due process procedures. Teachers are provided with suggested activities and strategies, most of which can be easily revised for rural implementation. For further information, contact: Ron Bronson, Supervisor of Gifted Programs, Appalachia Intermediate Unit 08, Ellensburg, PA 15931.

E. Recreation

Special Recreation Digest by John A. Nesbitt, 362 Kcsor Ave., Iowa City, IA 52240. This is a good resource for creating and developing recreation programs for handicapped individuals.

Puppetry, Language and the Special Child: Discovering Alternate Languages by Nancy Renfro; Nancy Renfro Studios, 1117 West 9th St., Austin, TX 78703; \$14.95. This book presents innovative ways in which puppetry can be used as a tool to discover alternate methods of communication with the special child.

Free Mobility Guide Available

Electric Mobility Corp offers "Getting About," a 36-page guide with tips and suggestions on ways handicapped individuals can travel comfortably and safely around the community and the country. The booklet contains information on special facilities available from airlines, hotels, parks, railroads, car rental agencies, bus lines, campgrounds, and public transit. There is also a bibliography and a list of addresses and phone numbers of firms and organizations offering additional free information on this topic. Single copies are free. For more information, contact: Public Affairs Department #1213, Electric Mobility Corporation, 1 Mobility Plaza, Sewell, NJ 08080; (800) 662-4548; in New Jersey call (609) 468-0270.

LTD Travel: News for People With Travel Limitations. A travel guide/newsletter for people with disabilities. Available from LTD Travel, P.O. Box 668, Burlingame, CA 94010; (415) 72-6238 or (415) 573-7998.

The International Directory of Access Guides lists barrier-free hotels, restaurants, public transport, and shopping areas in 450 cities in 25 countries, including the USA. Free from Rehabilitation International, USA, Box PR, 1123 Broadway, New York, NY 10010; (212) 741-5160.

Artists in Education and Disabled Constituents is a report listing strategies states can use to increase the involvement of students with disabilities in dance, music, drama and other arts programs. \$15 from National Committee, Arts for the Handicapped, John F. Kennedy Center for the Performing Arts, Education Office, Washington, D.C. 20566; (202) 322-6960.

**F. Catalogs**

Products for People with Vision Problems, Consumer Products, American Foundation for the Blind, 15 West 16th St., New York, NY 10011. This catalog contains items such as braille watches, talking clocks, adapted games, calculators, etc. Individuals as well as schools and organizations can place orders by mail.

Gallaudet College Press Catalog of Publications, Division of Public Services, Gallaudet College, Washington, D.C. 20002. This book is a resource of printed and audiovisual materials for educators, parents, and deaf or hearing impaired persons. The materials range from stories to conference proceedings.

Play, Learn and Grow Catalog; call 1-800-334-2014 (toll free). This catalog includes instructional materials, furnishings, and preschool materials.

Catalog of Resources for the Hearing Impaired

The 1985 Catalog of Education Resources is now available from The National Technical Institute for the Deaf. The 48-page catalog gives information about the latest educational resources for professionals who work with deaf and hearing-impaired people. A new videotape series on career exploration details various fields available to hearing-impaired college graduates, with an emphasis on jobs typically found by graduates with associate degrees. To request a copy, contact: Rochester Institute of Technology, National Technical Institute for the Deaf, Division of Public Affairs, Department 859, One Lomb Memorial Drive, P.O. Box 9887, Rochester, NY 14623; (716) 475-6400.

Education Resources For the Deaf lists numerous films, videotapes, books, and other available teaching materials. Topics include audiology, communication skills, captioning, interpreting, deaf awareness, mainstreaming, and tutor notetaking services.

New Trends in Instructing Deaf People - '83 is a catalog which lists the latest educational resources specifically related to the hearing impaired. To order your copy of these free catalogs, contact: The National Institute for the Deaf, Public Information Office, Department NR, 1 Lomb Memorial Drive, P.O. Box 9887, Rochester, NY 14623.

Special Education Resources for Children

Special Child Publications is a Seattle-based publishing firm that specializes in special education materials for children. Books, training materials, instructional programs, tests, and computer programs are available. To request a free 33-page catalog, contact: Special Child Publications, P.O. Box 33548, Seattle, WA 98133; (206) 771-5711.

Mental Health Resources and Training

The Information Center provides both numerous resources and specialized training workshops on mental health topics such as family counseling and suicide intervention. For specific information and to request a free copy of the resource catalogs, contact: The Information Center, 6377 Lake Apopka Place, San Diego, CA 92119.

G. Magazines

New Parent Magazine. The publishers of Learning Magazine now offer Family Learning: For Parents Who Want to Help Their Children Learn. This publication combines instruction for home learning activities with articles about child development and schools. Subscriptions are \$9.95 from Family Learning, 5615 West Cermak Rd., Cicero, IL 60650.

Exceptional Parent Magazine. Exceptional Parent Magazine is a bi-monthly publication which deals with the kinds of problems faced by parents of disabled children, regardless of the handicap. Write to them at: 296 Boylston Street, Third Floor, Boston, MA 02116.



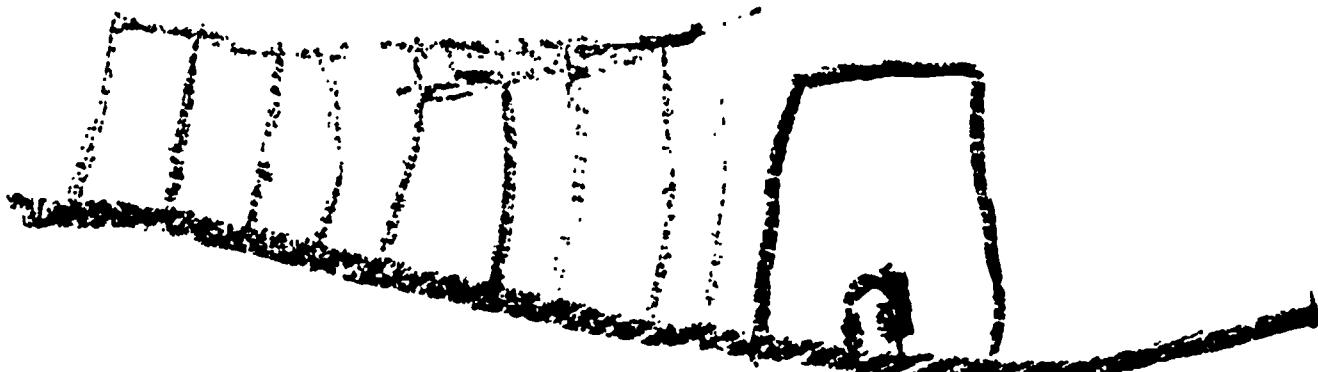
## VII. PARENTS' VOICES

The following pages are filled with articles and suggestions submitted by and for parents.

### The Ten Commandments of Successful Parent-Professional Partnerships

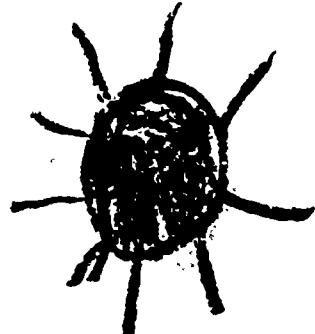
1. Thou shalt speak the same language when attempting to communicate. (Professionals: Beware of special education jargon.)
2. Thou shalt both be actively involved in the educational process of the child.
3. Thou shalt learn from the resources around thee and share thy knowledge and experiences with others.
4. Thou shalt respect each other's knowledge, feelings, and opinions.
5. Thou shalt both educate the public about individuals with disabilities, so that the child may enter a friendly world once he leaves thy nests.
6. Thou shalt both remember thy reason for working so hard is to improve the life of the disabled child.
7. Thou shalt both be open-minded and flexible.
8. Thou shalt be assertive when necessary.
9. Thou shalt not intimidate or feel intimidated.
10. Thou shalt leave the field of special education better than thee found it.

Taken from ideas submitted by the ACRES Rural Family-Professional Partnerships Task Force.



Yesterday In The Sunshine

Yesterday in the sunshine  
I saw a child  
With a happy face  
and a beautiful smile.  
A small child who laughed and  
would run and play,  
But today there's no sunshine.  
The child's gone away.



Last night in the darkness  
I heard the child cry.  
I sat and I listened  
and I wondered why.  
What has gone wrong with  
the beautiful child.  
Why must he feel so alone  
and so wild.

What have we done with  
so many like he?  
Where have we failed,  
why couldn't we see  
That all he ever wanted  
was to be young and free,  
But his spirit was devoured by  
you and by me.

We stole all his hope  
and we left only fears,  
And now he feels alone  
and feels no one cares  
What happens to him.  
He doesn't have hopes  
And he doesn't have dreams.  
He has only his fear  
And inside him it screams.

If only one person had  
held out his hand  
And offered him help  
to teach him to stand.  
If only one day had been  
the gift of joy  
We would not have lost  
this beautiful boy.

Yesterday in the sunshine  
I saw a child.

by Zee Forrest,  
ACRES member

The Parent/Professional Partnership  
Professional Mishandling of Parents  
As Well As  
Parental Mishandling of Professionals

**Professional Mishandling of Parents.** Professionals have been partially responsible for creating barriers between themselves and parents of children who are handicapped. Many of these barriers have been the result of professional mishandling of parents.

**Professional ignorance** - Many professionals in the medical and behavioral sciences still have very little knowledge of mental retardation. Rather than admit their ignorance, they give parents misleading information. Sometimes they may not even recognize mental retardation in a child.

**Professional hopelessness** - Some medically oriented professionals see mental retardation as an "incurable disease". Therefore, anyone who is mentally retarded is a hopeless case. Parents often sense this defeatist attitude and either adopt it or resent the person who holds it.

**Referral ad infinitum** - It is well known that some parents "shop around" in the hope of finding satisfying answers to their questions. However, in many cases, professionals have referred parents to other experts. Referrals may be made because the professional does not wish to be the one to tell the parents bad news, or it might be that the professional does not feel he has the expertise to discuss the disabling condition with the parents. Unnecessary referrals drain family energy and frustrate parental efforts to find help for their child.

**Veil of secrecy** - Parents are only too familiar with the veil of secrecy many professionals try to place around information about a child. Most parents want to know about any important information concerning their youngster, no matter how threatening or uncomfortable the professional may think it would be for them to hear.

**Deaf ear syndrome** - Too many times, professionals have been guilty of disregarding information or questions parents have about their child.

**Professional omniscience** - Many professionals are guilty of trying to impress parents with their great knowledge. They often use terminology that is difficult for laymen to understand, although the concepts may be very simple. They have excluded parents and their children from decision-making processes, assuming that only professionals have the wisdom to make final decisions about other people's destinies.

Parents as patients - Parents are considered prime candidates for psychotherapy by many professionals. Instead of receiving information about their child, parents may be offered counseling to help them accept the disability of their child, and relieve themselves of the depression caused by it. This counseling is unrealistic because it is impossible for parents to accept a disabling condition without some sorrow and resentment. In fact, these responses are really quite normal.

**Parental Mishandling of Professionals.** As in any human relationship, there are always two sides to a story. Parents have also been guilty of mishandling professionals.

Shopping around - Some parents have been guilty of "shopping around" for a professional who will give them the answers they want to hear. This is a waste of energy and time for both parents and professionals. Once parents have received several similar opinions from experts on a certain question they should cease asking about it. They should then expend their energy on trying to find the best possible services for their child.

Unfair expectations - Some parents place professionals on a pedestal - expecting them to have all the answers and to take on the responsibility of making all the difficult decisions concerning their child. This is unfair; no one person is able to know all there is to know and should not be expected to. In fact, it is dangerous for parents to assume that professionals all have total knowledge. It is also good to obtain several opinions about a problem before trying to resolve it. Since parents are the legal guardians of their child, they should assume the responsibility of obtaining recommendations from professionals and then making their own decisions about what is best for the child.

Dishonesty - Sometimes parents are not honest with themselves or professionals about their feelings. It may be difficult for a parent to admit to a professional that he or she does not really want to, or is not capable of, taking on another responsibility (working with a child at home, going through parent training, participating in multidisciplinary team meetings, etc.) that demands more of his/her time and energy. Parents are not traditionally supposed to feel this way, although many do. However, if the professional does not understand the limited resources of parents, he/she cannot give a workable recommendation to the parent.

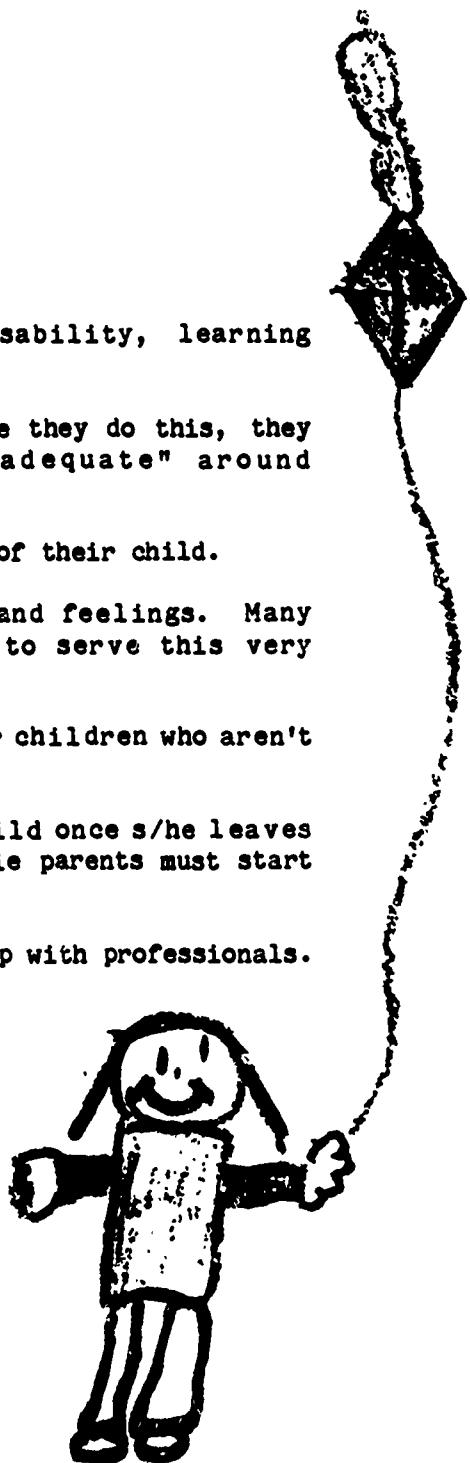
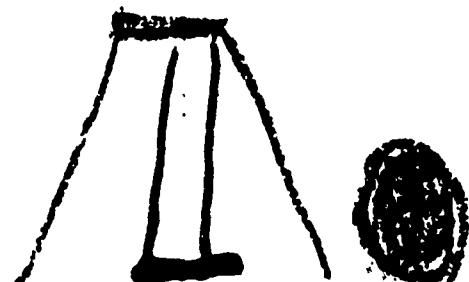
Unwillingness to listen - Some parents feel their authority or integrity is threatened by professional advice. They adopt the attitude that "no one is going to tell me about my kid. I know what's best for him." This attitude prevents parents from taking advantage of a professional's expertise.

Unreasonable demands - In some cases, parents tend to demand unreasonable amounts of attention and time from professionals. Parents may harass a professional for information that he cannot give them. In their frustration with inadequate programs, they may attack a professional who is powerless to remedy the situation.

Adapted with permission from the book,  
The Parent/Professional Partnership.

Parents need . . .

- to be educated about their child's disability, learning options, and the law.
- to communicate with professionals. Before they do this, they must first feel comfortable and "adequate" around professionals.
- to play an integral role in the education of their child.
- to vent their frustrations, concerns, and feelings. Many parent groups are currently operating to serve this very purpose.
- to remember to educate and "parent" their children who aren't disabled.
- to see what options are open to their child once s/he leaves school. If enough options aren't available parents must start working to create them.
- to form a working, professional partnership with professionals.



Professionals need . . .

- to take responsibility for educating parents about their legal rights, their child's disability, and their child's educational process.
- to communicate with parents - let them know what is going on with their child.
- to encourage and invite parents to be a part of their child's education. Let them know how they can become involved.
- to vent their frustrations. (Caution: The teacher's room is not always the best place to do this!)
- to teach children skills which will help them in life. Look ahead to the future - make sure that your students can enter adulthood with employable skills.
- to identify and create work programs for handicapped adults.
- to recognize how much parents actually know about their children.
- to form a working, professional partnership with parents.

Taken from suggestions from the  
ACRES Rural Parent-Professional



Navigation Notes

The parent of the normal child skips monthly PTA meetings and his behavior is not only considered normal but enviable. The parent of the exceptional child skips monthly parent meetings and he is said to be uncaring and hard to reach.

The working mother of normal children screams at the kids and breaks into tears after a harried supper. She is said to be overworked and is offered an evening on the town. The working mother of a handicapped child does the same. She is said to be emotionally upset and is offered a psychiatrist.

A couple with normal children divorce. They are said to be incompatible. The couple with an exceptional child divorces and it is said that the child ruined the marriage.

A father says that someday his beautiful daughter will be the first woman president. He, it is said, is prideful. A father of a handicapped child, says that someday his beautiful daughter will walk. He, it is said, is unaccepting.

A group of normal children's parents read that a number of teachers and classes have been reduced, and they bemoan the present state of education. A group of exceptional parents read that the number of special classes have been cut and they must march upon the legislature.

If most of us attend a conference on community services to children and introduce ourselves as "parents", the response might be "So what? Aren't we all?" If the parents of a retarded child attend a conference on MR services and introduce themselves as parents, the response might be one of awe with a path being cleared to special seats.

The parents of a normal child are told that because their child is having reading difficulty that it would be nice if they would work with her at home. The parents of an exceptional child are told that if they do not work with their child that she will not learn.

Reprinted from "Pilot Parents in Action," Omaha, Nebraska

Dear Abby

DEAR ABBY: This letter has taken me two and a half years to write. It is in response to someone who asked you if she should acknowledge the birth of a friend's baby who had been diagnosed as having Down's Syndrome. Thank you, Abby, for saying, "Yes, the mother of such a child needs all the support and cheering up she can get."

I read that column the day I came home from the hospital with little Jimmy, my newborn Down's Syndrome baby. But there is so much more that most people need to know, and as one who has had that experience, may I say it.

Please keep in mind that what happened to Jimmy was tragic, but the child himself is not a tragedy, and neither is his birth. He is as much a loving member of our family as our other children, so do send a card, a note, or a little gift to acknowledge his birth.

Here are a few suggestions that will help you feel more comfortable when talking to new parents of a Down's baby:

Please don't ask if "insanity" runs in the family. Down's Syndrome is a chromosome defect, and is rarely hereditary. Furthermore, a Down's child is retarded, which is vastly different from insanity.

Don't hesitate to ask how he is getting along. Some people avoid mentioning the child (as though he had died) because they think the situation is too horrible to even discuss.

When the child seems to be progressing, please don't say he seems "normal" and maybe won't be retarded after all! New parents need to face up to the facts regarding their special child before they themselves can accept him as he is. By denying his limitations, you encourage false hopes, and convey the message that you don't really accept or love him.

About a third of all Down's children are born with heart defects. Our Jimmy required open-heart surgery. He survived the operation and is much improved. We thank God for that, so please don't say it might have been a "blessing" had he died. And don't express surprise that they "would bother" to operate on such a child.

Please believe the parents when they say that their special child is a very worthwhile little person, and they are actually glad to have him. While Down's Syndrome is nothing to wish for, it can be accepted, and is not nearly as catastrophic as it seems the first few weeks.

In the beginning, the parents need to talk about their feelings. Don't argue. Listen. Let them weep, and weep with them. And when they can finally smile about their baby, you smile, too.

Don't refer to the child as "that poor little thing." It hurts me to see people look upon my child with pity, and know that they wish he had never been born. He's not repulsive in the least, and I can honestly say that much good has already come from our little treasure. Our other children (the eldest is 9) have learned understanding and compassion because of their little brother. We told them the truth immediately, and they have loved him from the day they first saw him.

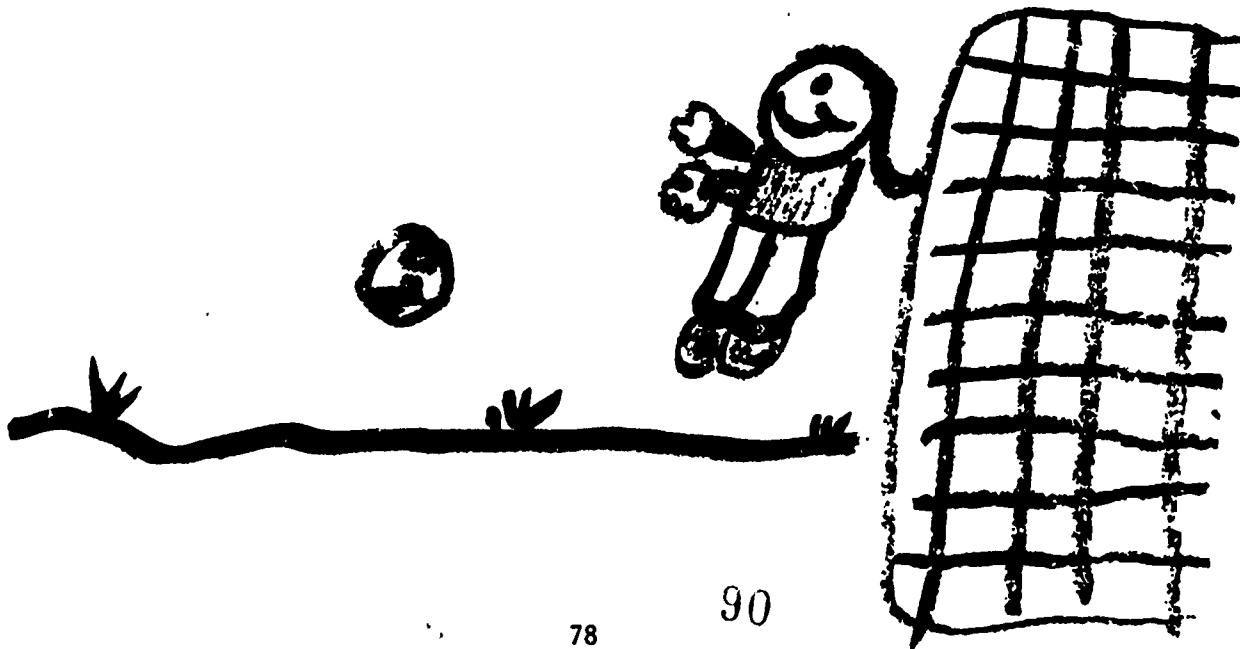
I cannot imagine life without Jimmy. He is the sunshine of our lives.

People don't mean to be insensitive or cruel - they just don't know how to handle the birth of an exceptional child. I know this is much too long for your column, Abby, but please print as much of it as possible. You will be doing a tremendous service to many.

JIMMY'S MOTHER  
ROCHESTER, N.Y.

DEAR MOM: Your letter filled an entire column. But it was well worth the space. I know I speak for many when I say "thank you" for writing.

Note from ACRES staff: Readers interested in knowing more about the viewpoint of a parent of a Down's Syndrome child might be interested in Dale Evans Rogers' book, Angel Unaware. Originally printed in 1956, the book is available in paperback from Jove Publications, 1982, \$2.25, or hardcover from Revell Publications, 1984, \$5.95. (64 pages.)



VIII. EXCERPTS FROM THE RURAL SPECIAL EDUCATION QUARTERLY

The Physician's Role With Parents of Handicapped Children

by  
John Powers  
Project Director  
American Academy of Pediatrics  
Evanston, Illinois

Excerpted from the National Rural Project Quarterly;  
Vol. 4, No. 1; Fall 1982; pp. 8-9.

In June of 1979, the American Academy of Pediatrics, with the help of a three-year grant from the U. S. Department of Education, Office of Special Education, and Rehabilitative Services, began a major national effort to develop a model 16-hour training curriculum which would be delivered to practicing physicians in every state. The major purpose of this unique training program was to underscore the physician's multiple roles as medical caregiver to the child, counselor to the child and parents, and consultant to schools and community agencies, as an advocate and concerned professional.

Of the many decisions required of this project's curriculum developers, none was more important than the decision to invite parents of children with handicaps to serve as "instructors." Through the generous help of the Special Education District of Lake County, Illinois, as well as the Greater Chicago Association for Retarded Citizens and the National Association for Downs Syndrome, parents representing over twenty families volunteered to help in the production of two instructional videotapes, each containing a series of special concern to physicians. Included are topics such as: how to inform parents that a child has, or is at risk for, a handicapping condition; the impact on parents of a child's handicap; the impact on siblings; the cyclical nature of many stresses on parents and families--the reappearance of old problems at new stages of development; parental concerns for their childrens' future; and how parents perceive physicians and what parents expect from them.

Participating physicians were asked what changes they planned to initiate in their office-based practice activities as a result of the course experience. Seventy-five percent of all changes that physicians indicated they would initiate were concerned with their relationship with parents. An analysis of physicians' written comments taken directly from the course evaluation materials indicates that participants intend to:

\*Be more deeply involved with handicapped children and their families; i.e., to spend more time with parents, to listen and communicate more effectively, and to exercise a greater effort to ensure that needs (medical and non-medical) are met.

\*Use community-based agencies and resources to a far greater extent, as well as develop greater participation with same.

\*Be more open, understanding and sensitive when dealing with parents of children with handicaps, as well as to try to become more relaxed in the process.

\*Try to provide more encouragement and support by joining advocacy efforts, as well as by referrals to parent groups and by informing parents of and supporting their rights.

It appears that the curriculum developed by the American Academy of Pediatrics for use in the continuing education process for primary-care physicians has indeed been effective. The Academy's commitment to this effort and the growing body of literature, which supports as well as provides guidelines for increased physician involvement, are further encouraging as both parents and professionals have long sought to encourage greater physician involvement and commitment to the oftentimes lifelong task of working with handicapped children and young adults and their families. Now that some modest success has been achieved in that regard, and with the knowledge that this current training program is scheduled to continue, let me offer some final thoughts.

Our efforts have reinforced some critical notions regarding parent-professional relationships. Many professionals, including physicians, who work with children are unaware of many of the difficulties faced by parents of children with handicaps. Even those professionals who are in generally greater contact, such as teachers and other school-based personnel, are not adequately aware of many of the issues with which parents must cope as they attempt to access health and social services in the community or maintain satisfying family relationships.

Our efforts underscore not only the need for professionals to be aware of these issues, but suggest that the issues be presented in a realistic manner by parents, their clients. This is no more than a first step in a much needed process of mutual learning. Such a process relies on the mutually perceived need to work together on behalf of a child. It also assumes that when all is said and done, the real primary care managers are parents, and not professionals. Parents are ultimately responsible for their children and will make decisions which reflect the care they have been extended by the professionals they must or elect to consult. While this greatly oversimplifies the complex issue of parent-professional communication, the notions of mutual learning and parents as primary care managers are fundamental to any progress in this area.

Parents Implement A Successful Interagency Collaboration Model

by

Peggy Williams, Clarice Norsworthy, and Nancy Fandrich  
Murray, Kentucky

Excerpted from the Rural Special Education Quarterly;  
Vol. 2, No. 2; Winter 1981; p.10.

Three years ago, a group of concerned parents decided something should be done to obtain extra-curricular experiences for their intellectually handicapped children. It was awkward for a child with a chronological age of sixteen, for example, to interact in clubs, art classes, or religious training with five year olds. His other interests and social needs were simply not those of the preschool child. It appeared that the children in this rural area had no place to go.

After a series of meetings with local educators, parents, community, and religious leaders, a workshop was planned and conducted over a two-day period. The goals and objectives of the workshop were (1) to sensitize the community to the presence and needs of retarded citizens, (2) to indicate practical ways in which local organizations such as the library guild or theater group may become involved in meaningful activities with retarded persons and their families, (3) to provide religious leaders with information and education about mentally handicapped citizens, (4) to reveal the results of a community survey on the needs of handicapped children and compile further information in order to develop an action plan, and (5) to create an awareness of community resources available to local organizations concerned with mental retardation and mental health.

The sponsors for the workshop were an interagency body including the Association for Retarded Citizens, the Comprehensive Care Center, and the local ministerial association.

Workshop sessions were conducted by special education faculty from the local university, the director of the local Comprehensive Care Center, ministers from local churches, and consultants from various state education agencies. As a result of this effective collaboration, communication among agencies, parent groups, and community members has developed into a continuing process for problem-solving and resource identification.

Today mentally handicapped individuals in this rural area have the opportunity to develop social relationships, experience group discussions centered around attitudes, beliefs, and values, and to participate in cultural events.

For further information contact: the Murray-Calloway County Comprehensive Care Center, 702 Main Street, Murray, Kentucky 42071; (502) 753-6622.

Parent Advocates and District Administrators Implement Full Services Continuum

by  
Harriet Blaisdell  
Kennebunk, Maine

Excerpted from the National Rural Project Quarterly;  
Vol. 2, No. 1; Fall 1980; pp. 4-5.

The schools in Kennebunk, Maine, provide a full range of services to special needs children, their parents, and teaching and support personnel. Services provided by Kennebunk Schools include: classes for profoundly handicapped students; trainable and educable mentally retarded (TMR and EMR) children; classes for children displaying characteristics of the learning disabled (LD); emotionally disturbed (ED); and children considered gifted. Full services are offered to children ages 3-21. Vocational education programs and resource room assistance are provided for LD, ED, TMR, and EMR students at the secondary level. Support services include speech and language therapy, physical therapy, nursing care, diagnostic and evaluative services, and counseling for grades K-12.

Examples of several unique services provided by the Kennebunk district to its handicapped students follow:

A summer program for trainable mentally retarded students was initiated with federal grant monies. Parents have raised \$5,000 annually for the program by holding dinner dances and selling chances on lobster and clam dinners. Thus, via community support, year-round services are offered to a population which would potentially significantly regress during summer months.

The Parent Advocacy Committee has established a network of support services and education. Parents explain rights and educational placement procedures to newly involved parents, often accompanying them to initial IEP meetings to lend knowledge and support.

The Kennebunk school district provides one-year placements for University of Maine education interns. Special education interns, as well as regular education interns thus have the opportunity to experience a rural school district and gain a fuller understanding of the classroom environment.

Kennebunk has been attempting to systematically tape record classroom lectures at the secondary level. Tapes are stored in the library for use by handicapped students.

The quality of current services offered in Kennebunk is due to the undaunted efforts of community and educational personnel. Harriet Blaisdell's involvement in the special education process began several years ago in her attempts to obtain an adequate diagnosis and program for her eldest son. Her son displayed behavioral characteristics and learning difficulties associated with the severely learning disabled.

Superintendent Leo Martin and Mrs. Blaisdell established the Kennebunk Parent Advisory Committee and initiated general inservice to all school personnel regarding the identification and education of handicapped children. Direct services were initiated for specific learning disabled children. The employment of a qualified teacher for the learning disabled became the first priority.

Today the schools in Kennebunk, Maine provide special services for 320 of their 1,800 students. The exemplary services previously described attest to the fact that special education can be implemented in rural school districts and that informed and interested parents do make a significant difference. For further information, contact: Mr. Leo Martin, Superintendent, Kennebunk School District, Kennebunk, Maine.

Successful Rural Family-Professional Relationships

by  
Doris Helge, Ph.D.  
Executive Director  
American Council on Rural Special Education (ACRES)  
Western Washington University  
Bellingham, Washington

Excerpted from the Rural Special Education Quarterly;  
Vol. 5, No. 3; Fall 1984; pp. 4-5.

The involvement of families in educational programs for rural students with disabilities is essential for program success. Families are resources for program follow through (particularly in summer months) and can supply new information useful to teachers and therapists. Parents and siblings, through involvement, develop more realistic expectations for childrens' achievement. Effective family communication systems increase the level of support for special education in the rural community. Typically, long term relationships are established because many rural special educators are responsible for a handicapped child for more than one year at a time. Students usually feel most comfortable when there is a close working relationship between parents and school personnel - both of whom they respect.

### **Problems Involved**

Research studies conducted by the National Rural Project and the American Council on Rural Special Education (ACRES) during 1978-84 identified the following factors which frequently inhibit family-teacher interactions in rural areas.

Rural community mores and values are different from those of non-rural areas. Many rural family members are reluctant to become involved with schools because they feel that school personnel are authority figures.

Many rural parents are unaware of their rights and those of their children as per Public Law 94-142 requirements.

Most rural communities lack family resources such as parent support groups or programs.

Vast distances between schools and homes, sometimes combined with inclement weather or impassable roads, impede family and school staff to travel. Transportation is also expensive and time consuming for rural parents who must drive long distances so that their child can participate in a quality program.

Adolescents frequently leave home at unusually early ages. Parents lack ownership/responsibility for such children.

Financial concerns are problematic because the expenses of medical attention and specialized equipment are almost insurmountable for most rural families. Hiring babysitters is often impossible.

Quality respite care is frequently unavailable, and the constant strain of caring for a disabled child can cause families to break up.

### **Successful Strategies**

#### **Social Ties**

Rural parents are reticent to become involved with the "authority figures" of the school regarding their child's program. Thus it is essential that special educators (and administrators) establish a positive rapport with parents. It is usually easier to do this via a one-on-one contact discussion between special educators and parents regarding the strengths and weaknesses of the child's performance. It is frequently useful to precede such a discussion with a social contact. In fact, many rural districts host non-threatening social events or meetings preceded by a meal. Free babysitting is also an established part of such events in several rural districts in Arizona, and parent willingness to share valuable information with the schools and to follow up educational instruction within the home setting have dramatically increased.

Special educators who become respected community members have the most success with parents becoming actively involved with the special education program. Even itinerant staff who only visit a community once a month can express a sincere interest in community events and problems. This is especially true if they talk with the key communicators in the community.

Home visits, after sufficient rapport has been established, are invaluable. Typically, itinerant staff, rural interns, or practicum students who accept invitations to visit or stay in students' homes while traveling learn a great deal about the real strengths and stresses of the family and generate the most success for the special education program. Because of this, many districts plan mobile instructional vans traveling through isolated regions with sparse populations of low incidence handicapped conditions. Generally, this also increases the commitment of the professional.

#### Non-School Personnel

Discussion/support groups led by parents are much more successful than those led by professionals. Rural districts in Maine found that a public service announcement made by a parent stating that he was not affiliated with the school and would like to visit with and possibly assist other parents was particularly successful. The parent groups originally met on their own and later became an integral part of the school's feedback system.

Messages can be sent to isolated rural communities via persons who frequent such areas on a regular basis (e.g., mail carriers or utility meter readers).

School personnel should work cooperatively with other agencies who visit families or provide services to those with disabilities (e.g., county demonstration or home health agents).

Arrange meetings of parent groups with diverse foci and encourage them to share personal achievements/ideas and occasionally have joint projects. Joint advocacy projects are more effective than those of single parent groups.

Inform local physicians which parents are willing to meet with parents who are just learning that their children have disabilities. It is extremely helpful for parents newly experiencing emotions such as shock, grief and hostility to have a parent near who understands these emotions. This is a particularly effective strategy in rural areas where parents (and sometimes physicians) know which families have children with disabilities.

Educate local physicians regarding the needs of parents of disabled children and community resources that are available to them.

### Family

The involvement of siblings and extended family members is an asset. This practice also frequently encourages reticent parents to become involved.

Involve families in designing unique special education strategies (e.g., rural orientation and mobility markers).

### Technology

Technological devices can be as simple as a CB radio (capable of serving several families in clustered rural areas) or a telephone answering machine. Answering machines offer parents options of listening, at their convenience, to student progress reports and appeals for instructional assistance at home.

Prepared teaching materials to be taught by parents can be coordinated with television broadcasts or telecommunication systems and supplemented by mobile vans or itinerant staff visits.

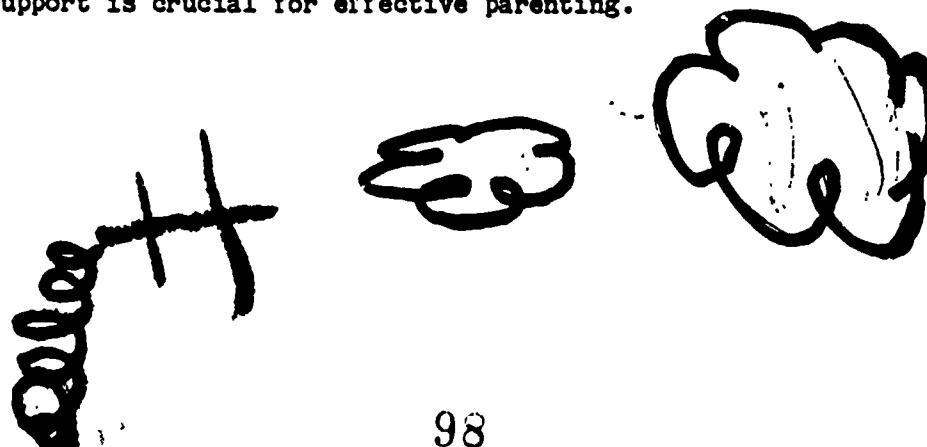
Videotapes or cassette tapes can be mailed to parents for instructional use or educators for critique regarding a student's progress. Teacher visits and/or counseling via telephone, audioconferencing, or teleconferencing can be supplemental.

Encourage families to use the "Green Thumb Network" menu of CompuServe regarding potential services of County Extension Agencies. Parents with computers could take advantage of this service.

### Parent/Community Communications

"Communications books," designed by teachers, can be sent home with children on a daily or periodic basis. Such books offer advice for at home follow-up reports of progress, etc., and can be responded to by parents.

School newsletters (even a one-page mimeographed sheet) should contain articles or suggestions made by parents and a recognition that parent support is crucial for effective parenting.



## IX. RURAL FAMILY-PROFESSIONAL PARTNERSHIPS TASK FORCE INFORMATION

The ACRES Rural Family-Professional Partnerships Task Force has been formed in an attempt to link parents and professionals with services which may be of help to them. Approximately 95 individuals from across the country currently serve on the task force, and together the group has established the following goals:

1. To enhance rural family-professional involvement and relationships.
2. To link families of rural handicapped children with valuable resources and information.

The Task Force is currently working to meet those goals by:

- A) Developing this Rural Parent Resource Directory.
- B) Planning a Regional Rural Parent Conference in November, 1985 in Eureka, Missouri. This meeting will give parents an opportunity to share resources, identify needs and develop strategies to meet those needs.
- C) Forming a data bank of information through collecting and disseminating information about existing rural parent groups and organizations.

Strategies that we hope to implement in the near future include:

- D) Reviewing and evaluating university coursework that concerns rural families of handicapped children.
- E) Identifying or developing a manual for rural parents on special education and the law.

We need your help with these projects. If you are interested or would like more information, please contact:

Pat Burns, Co-Leader  
ACRES Rural Family-Professional  
Partnerships Task Force  
1225 E. 11th Place  
Casa Grande, AZ 85222

or  
Phebe Schwartz  
ACRES  
Western Washington University  
Bellingham, WA 98225  
(206) 676-3576

The ACRES Rural Family-Professional Partnerships Task Force hopes to continue to collect and share information among rural parents and professionals. We need your help. Please take a few minutes to fill out this form. The information and strategies you include will be shared with other parents in the fall/winter issue of the Rural Parent Resource Directory. Please feel free to request information from others also.

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_  
\_\_\_\_\_

PHONE \_\_\_\_\_

WORK TITLE (if any) \_\_\_\_\_

What strategies are you using (or have you used) in your rural area to help parents and professionals work together effectively?

What resources exist in your rural area that you feel are really helpful to parents and could be implemented in other rural areas? (Examples: Parent groups, "Welcome Wagons" for new families in the community, recreation programs for handicapped children, etc.)

What information or resources from others would be helpful to you in working in your own rural community?

Would you like to be an active member on the Task Force?

Yes \_\_\_\_\_ No \_\_\_\_\_

PLEASE RETURN TO: Pat Burns,  
1225 E. 11th Place  
Casa Grande, AZ 85222